Miss Lawe

CATALOGUE NUMBER OF THE

WELLESLEY COLLEGE BULLETIN

WELLESLEY, MASSACHUSETTS

OCTOBER 25, 1942

Visitors to the College are welcome, and student guides are available. The administrative offices in Green Hall are open Monday through Friday from 9 A.M. to 4:30 P.M., and until 12 on Saturday. The offices are closed from Saturday noon until Monday morning, and members of the faculty and staff are available for interview during this time only by special appointment made in advance.

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WELLESLEY COLLEGE BULLETIN

OCTOBER 25, 1942

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Volume 32 Number 3

DIRECTIONS FOR CORRESPONDENCE

In the list below are the administrative officers to whom inquiries of various types should be sent. The post office address is Wellesley, Massachusetts.

General Policy of the College
The President of Wellesley College

Admission of Undergraduates
The Chairman of the Board of Admission

Applications for Readmission
The College Recorder

Admission of Graduates
The Dean of Graduate Students

Inquiries Concerning Houses and Notice of Withdrawal
The Dean of Residence

Payment of College Bills
The Assistant Treasurer (Checks should be made payable to Wellesley College)

Scholarships and Coöperative Houses
The Dean of Students

Academic Work of Students
The Class Dean

Social Regulations
The Dean of Residence

Requests for Transcripts of Records
The College Recorder

Alumnae and Undergraduate Employment
The Director of the Placement Office

Requests for Catalogues
The Information Bureau

Alumnae Affairs
The Executive Secretary of the Alumnae Association

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1942–1943

SEPTEMBER

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1943–1944

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CALENDAR

ACADEMIC YEAR 1942–1943

Registration of new students, 9 A.M. to 10.30 P.M.	Thursday, August 27
Registration closes for all other students, 10.30 P.M.	Friday, August 28
Classes begin	Monday, August 31
Recess from 3.30 P.M.	Thursday, October 22
Recess to 10.30 P.M.	Sunday, October 25
Thanksgiving Day, holiday	November 26
Examinations	December 10 to 19
First semester ends at 4.30 P.M.	Saturday, December 19
Registration for second semester closes, 10.30 P.M.	Friday, January 29
Classes begin	Monday, February 1
Spring recess from 3.30 P.M.	Thursday, April 1
Spring recess to 10.30 P.M.	Tuesday, April 13
Examinations	May 25 to June 3
Commencement	Monday, June 7

In the year 1942–43 the College has been opened three weeks earlier than usual and the winter vacation has been lengthened to six weeks in order to save fuel oil. The academic departments and the placement office are assisting students in making plans for effective use of the long winter recess.

The calendar for 1943–44 will be determined by the war situation.

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Vice President

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CALMA HOWE GILKEY, B.A. . . . . *Springfield*

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President of Wellesley College
JOHN PEIRCE CHASE, B.A., ex officio . . . . *Canton*
Treasurer of Wellesley College

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Frank Gilman Allen
Frederic Haines Curtiss
F. Murray Forbes
Boynton Merrill
Marie Rahr Haffenreffer
John Peirce Chase (*ex officio*)

Finance Committee

Frederic Haines Curtiss, *Chairman*
Frank Gilman Allen
Robert Gray Dodge
Walter Hunnewell
John Peirce Chase

Committee on Buildings

Walter Hunnewell, *Chairman*
William Truman Aldrich
Frank Gilman Allen
John Peirce Chase
F. Murray Forbes
Grace Goodnow Crocker

Committee on Grounds

F. Murray Forbes, *Chairman*
Walter Hunnewell
Marie Rahr Haffenreffer
Frank Gilman Allen

Committee on Educational Policy

Mildred Helen McAfee, *Chairman*
Amy Hewes
Albert Davis Mead
Kenneth Charles Morton Sills
Paul Joseph Sachs
Sara Mathilde Soffel
Calma Howe Gilkey

Library Council

Trustee Members

Frederic Haines Curtiss, *Chairman*
Marie Rahr Haffenreffer
Albert Davis Mead

Pension and Insurance Board

Reginald Fitz, *Chairman*
Robert Gray Dodge
John Peirce Chase (*ex officio*)
Donald Watson Height (*ex officio*)
Essie May Van Leuven Decker (*ex officio*)

Faculty Members

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Edward Ely Curtis

Committee on Endowment

Frank Gilman Allen, *Chairman*
Marie Rahr Haffenreffer
Frederic Haines Curtiss
John Peirce Chase
Reginald Fitz
Grace Goodnow Crocker
Dorothy Bridgman Atkinson

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ALICE VAN VECHTEN BROWN, M.A., L.H.D., LL.D., *Professor of Art, Emeritus*

HAMILTON CRAWFORD MACDOUGALL, MUS.D., *Professor of Music, Emeritus*

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ANNA JANE MCKEAG, PH.D., LL.D., ED.D., *Professor of the History and Principles of Education, Emeritus*

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VIDA DUTTON SCUDDER, M.A., L.H.D., *Professor of English Literature, Emeritus*

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ALICE VINTON WAITE, M.A., *Professor of English Language and Literature and Dean, Emeritus*

LAURA EMMA LOCKWOOD, PH.D., *Professor of English Language and Literature, Emeritus*

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OLIVE DUTCHER DOGGETT, M.A., B.D., *Professor of Biblical History, Emeritus*

CAROLINE REBECCA FLETCHER, M.A., *Professor of Latin, Emeritus*

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ALICE HUNTINGTON BUSHEE, M.A., *Professor of Spanish, Emeritus*

SOPHIE CHANTAL HART, M.A., *Professor of Rhetoric and Composition, Emeritus*

MARIAN ELIZABETH HUBBARD, B.S., *Professor of Zoölogy, Emeritus*

ETHEL DANE ROBERTS, B.A., B.L.S., *Librarian, Emeritus*

* An alphabetical list of officers will be found on page 205.

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ARTHUR ORLO NORTON, M.A., *Professor of the History and Principles of Education, Emeritus*
EDNA VIRGINIA MOFFETT, PH.D., *Professor of History, Emeritus*
LAETITIA MORRIS SNOW, PH.D., *Professor of Botany, Emeritus*
JOSEPHINE HARDING BATCHELDER, M.A., *Associate Professor of English Composition, Emeritus*
ANTOINETTE BRIGHAM PUTNAM METCALF, M.A., *Associate Librarian, Emeritus*
MARY JEAN LANIER, PH.D., *Professor of Geology and Geography, Emeritus*
ANNA BERTHA MILLER, PH.D., *Professor of Latin, Emeritus*
NATALIE WIPPLINGER, PH.D., *Professor of German, Emeritus*
ALICE IDA PERRY WOOD, PH.D., *Associate Professor of English Literature, Emeritus*
ALFRED DWIGHT SHEFFIELD, M.A., *Professor of Group Leadership and English Composition, Emeritus*
JULIA SWIFT ORVIS, PH.D., *Professor of History, Emeritus*
MABEL MINERVA YOUNG, PH.D., *Professor of Mathematics, Emeritus*
SEAL THOMPSON, M.A., *Professor of Biblical History, Emeritus*
ELISABETH HODDER, PH.D., *Professor of History, Emeritus*
MARY CAMPBELL BLISS, PH.D., *Professor of Botany, Emeritus*
ANNIE KIMBALL TUELL, PH.D., *Professor of English Literature, Emeritus*

OFFICERS OF INSTRUCTION *

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MARTHA HALE SHACKFORD, PH.D., *Class of 1914 Professor of English Literature*
AGNES FRANCES PERKINS, M.A., M.S., *Sophie Chantal Hart Professor of English Composition*
JOHN CHARLES DUNCAN, PH.D., *Professor of Astronomy and Director of the Whitin Observatory*
EDWARD ELY CURTIS, PH.D., *Ralph Emerson Professor of North American History*
ELIZABETH WHEELER MANWARING, PH.D., *Class of 1902 Professor of English Composition*
HELEN SOMERSBY FRENCH, PH.D., *Charlotte Fitch Roberts Professor of Chemistry*
MURIEL STREIBERT CURTIS, B.A., B.D., *Professor of Biblical History*
LAURA HIBBARD LOOMIS, PH.D., *Katharine Lee Bates Professor of English Literature*

* The officers of instruction are listed by rank in order of appointment. All professorial ranks are combined in one group.

HOWARD EDWARD PULLING, PH.D., *Professor of Botany*

LENNIE PHOEBE COPELAND, PH.D., *Helen Day Gould Professor of Mathematics*

LOUISE PETTIBONE SMITH, PH.D., *John Stewart Kennedy Professor of Biblical History*

JUDITH BLOW WILLIAMS, PH.D., *Professor of History*

LUCY WILSON, PH.D., *Professor of Physics, and Dean of Students*

HELEN SARD HUGHES, PH.D., *Professor of English Literature, and Dean of Graduate Students*

BARNETTE MILLER, PH.D., *Professor of History*

ELIZABETH DONNAN, B.A., *Katharine Coman Professor of Economics*

MARY AMERMAN GRIGGS, PH.D., *Professor of Chemistry*

HELEN ISABEL DAVIS, B.A., *Associate Professor of Botany and Director of Botanic Gardens on the H. H. Hunnewell Foundation*

MARGARET TERRELL PARKER, PH.D., *Professor of Geology and Geography*

BERTHA MONICA STEARNS, M.A., *Professor of English Literature*

RUTH ELVIRA CLARK, LITT.D., *Professor of French*

RUTH JOHNSTIN [3], PH.D., *Professor of Chemistry*

ADA MAY COE, M.A., *Associate Professor of Spanish*

THOMAS HAYES PROCTER, PH.D., *Professor of Philosophy*

MICHAEL JACOB ZIGLER, PH.D., *Professor of Psychology*

MARGARET ALGER HAYDEN [3] PH.D., *Associate Professor of Zoölogy*

KATHARINE CANBY BALDERSTON, PH.D., *Professor of English Literature*

LOUISE OVERACKER, PH.D., *Elizabeth Kimball Kendall Professor of Political Science*

DOROTHY WARNER DENNIS, B.A., DIPL. E.U., *Associate Professor of French*

LAWRENCE SMITH, M.A., *Associate Professor of Economics on the Stephen Greene Foundation*

EDITH CHRISTINA JOHNSON, PH.D., *Professor of English Composition*

HOWARD HINNERS, B.A., *Caroline Hazard Professor of Music*

MARION ELIZABETH STARK, PH.D., *Associate Professor of Mathematics*

RUTH ELLIOTT, PH.D., *Mary Hemenway Professor of Hygiene and Physical Education and Director of the Department*

HELEN HULL LAW, PH.D., *Associate Professor of Greek on the Ellen A. Kendall Foundation*

EDITH WINIFRED MOSES, M.A., *Assistant Professor of Speech*

HELEN WARTON KAAN, PH.D., *Associate Professor of Zoölogy*

CHARLOTTE GENEVIEVE MACEWAN, M.S., *Assistant Professor of Hygiene and Physical Education*

[3] Absent on leave for the second semester.

GRACE ELIZABETH HOWARD, PH.D., *Associate Professor of Botany*

KATY BOYD GEORGE [2], M.A., *Associate Professor of Biblical History*

FRANCOISE RUET, M.A., AGRÉGÉE DE L'UNIVERSITÉ, *Associate Professor of French*

ANDRÉE BRUEL [2], DOCTEUR DE L'UNIVERSITÉ DE PARIS, *Associate Professor of French*

HELEN THAYER JONES, PH.D., *Associate Professor of Chemistry*

RUTH HUTCHINSON LINDSAY, PH.D., *Associate Professor of Botany, and Dean of the Class of 1944*

LUCY WINSOR KILLOUGH, PH.D., *Associate Professor of Economics*

HARRIET CUTLER WATERMAN, PH.D., *Associate Professor of Zoölogy*

GLADYS KATHRYN MCCOSH, PH.D., *Associate Professor of Zoölogy*

ELIZABETH BEALL, PH.D., *Associate Professor of Hygiene and Physical Education*

ELLA KEATS WHITING, PH.D., *Professor of English Literature, and Dean of Instruction*

GRACE ETHEL HAWK, B.LITT. OXON., *Associate Professor of English Literature*

GABRIELLA BOSANO, DOTTORE IN FILOLOGIA MODERNA, *Professor of Italian*

LELAND HAMILTON JENKS, PH.D., *Professor of Sociology*

ALICE HALL ARMSTRONG, PH.D., *Associate Professor of Physics*

SIRARPIE DER NERSESSIAN, DOCTEUR ÈS LETTRES, *Clara Bertram Kimball Professor of Art*

WILLIAM ALEXANDER CAMPBELL [1], M.F.A., *Associate Professor of Art*

MARY LOWELL COOLIDGE, PH.D., *Professor of Philosophy*

LAURINE MACK BONGIORNO [1], PH.D., *Associate Professor of Art*

MARY LELLAH AUSTIN, PH.D., *Associate Professor of Zoölogy*

MARY BOSWORTH TREUDLEY, PH.D., *Associate Professor of Sociology*

ADA ROBERTA HALL, PH.D., *Assistant Professor of Physiology*

ANITA OYARZABAL, M.A., *Assistant Professor of Spanish*

BARBARA PHILIPPA MCCARTHY, PH.D., *Associate Professor of Greek*

DOROTHY MAE ROBATHAN, PH.D., *Associate Professor of Latin*

EDITH BRANDT MALLORY [3], PH.D., *Associate Professor of Psychology, and Consultant in the Placement Office*

LOUISE KINGSLEY, PH.D., *Associate Professor of Geology*

DOROTHY HEYWORTH, PH.D., *Associate Professor of Physics*

BERNARD CHAPMAN HEYL, M.F.A., *Assistant Professor of Art*

MARIANNE THALMANN, PH.D., *Professor of German*

[1] Absent on leave.
[2] Absent on leave for the first semester.
[3] Absent on leave for the second semester.

AGNES ANNE ABBOT, *Assistant Professor of Art*

ANGELINE LA PIANA, DOTTORE IN LETTERE, *Associate Professor of Italian*

EDITH MELCHER [3], PH.D., *Assistant Professor of French*

EMMA MARSHALL DENKINGER, PH.D., *Associate Professor of English Composition*

EDNA HEIDBREDER, PH.D., *Professor of Psychology*

RENÉ ESCANDE DE MESSIÈRES, AGRÉGÉ DE L'UNIVERSITÉ, *Professor of French*

THOMAS BUCKLAND JEFFERY, DIPL. OXON., M.F.A., *Assistant Professor of Art*

BARBARA SALDITT, PH.D., *Assistant Professor of German*

HELEN GERTRUDE RUSSELL [1], PH.D., *Assistant Professor of Mathematics*

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MARGARET ELIZABETH TAYLOR, PH.D., *Assistant Professor of Latin*

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CÉCILE DE BANKE, *Assistant Professor of Speech*

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HARRIET BALDWIN CREIGHTON, PH.D., *Associate Professor of Botany*

M. ELEANOR PRENTISS, M.A., *Assistant Professor of English Composition*

[1] Absent on leave.
[3] Absent on leave for the second semester.

HERBERT JOHANNES GEZORK, PH.D., D.D., *Assistant Professor of Biblical History*
RUTH CARPENTER CHILD, PH.D., *Assistant Professor of English Composition*
HUBERT WELDON LAMB, B.A., *Assistant Professor of Music*
EVELYN FAYE WILSON, PH.D., *Assistant Professor of History*
PAUL LOUIS LEHMANN, TH.D., *Assistant Professor of Biblical History*
KATHARINE FULLER WELLS, M.S., *Assistant Professor of Hygiene and Physical Education*
WALTER EDWARDS HOUGHTON, PH.D., *Associate Professor of English Literature*
MARIE LOUISE EDEL, PH.D., *Assistant Professor of English Literature*
HENRY FREDERICK SCHWARZ, PH.D., *Assistant Professor of History*
EDITHA UNDERHILL, M.S., *Assistant Professor of Chemistry*
ARTHUR ELDON WINKLER, B.S., M.F.A., *Director of Theatre Workshop*
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RICHARD BURGIN, *Instructor in Violin*
DAVID BARNETT, B.A., *Instructor in Piano*
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ARNOLD GEISSBUHLER, *Instructor in Modeling*
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ELISABETH MEREDITH RODRIGUE, M.A., *Instructor in French*
MARY SEARS, PH.D., *Instructor in Zoölogy*
HELEN HAMILTON WERTHESSEN [5], B.A., B.DES., *Instructor in Art*
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FLORENCE ROCKWOOD KLUCKHOHN, PH.D., *Instructor in Sociology*
LUCILLE LOWRY, M.A., *Instructor in Hygiene and Physical Education*
ROBERT MAURICE MONTGOMERY, B.A., B.D., *Instructor in Biblical History*
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OLGA AVERINO, *Instructor in Voice*
CHRISTINE MADELEINE GIBSON [5], M.A., *Instructor in Education*
JEAN CAMPBELL RICHARDSON, M.A., *Instructor in Hygiene and Physical Education*
MARGARET KINGMAN SEIKEL, PH.D., *Instructor in Chemistry*
RHODA GARRISON, M.A., *Instructor in Botany*
KATHARINE ELIZABETH HAZARD, PH.D., *Instructor in Mathematics*

[5] Appointed for the second semester only.

M. CLAIRE MYERS, PH.D., *Instructor in Psychology*
BARBARA GOLDSMITH TRASK, M.A., *Instructor in Music*
ELIZABETH BINDLOSS JOHNSON [5], PH.D., *Instructor in Botany*
LOUISE TURNER FOREST, M.A., *Instructor in English Composition*
VIRGINIA PAINE ROGERS, M.A., *Instructor in Speech*
JUSTINA RUIZ, LIC. EN DERECHO, CATEDRÁTICO DE INSTITUTO, *Instructor in Spanish*
BEATRICE HOWELL, M.A., *Instructor in Spanish*
JANET TUNISON, B.A., *Instructor in Spanish*
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CATHERINE LOUISE BURKE, M.A., *Instructor in Physics*
SHIRLEY BRANDER TUCK, M.A., *Instructor in Chemistry*
KATHERINE SUYDAM BREHME, PH.D., *Instructor in Zoölogy*
ERNEST RENÉ LACHEMAN, B.D., PH.D., *Instructor in Biblical History*
JOHN HEWITT MITCHELL, PH.D., *Instructor in History*
RALPH MEHLIN WILLIAMS, PH.D., *Instructor in English Composition*
SARA ANDERSON, M.A., *Instructor in Art*
WARRINE EVELYN EASTBURN, M.S., *Instructor in Hygiene and Physical Education*
ELIZABETH EISELEN, M.A., *Instructor in Geology and Geography*
GERTRUD BERTA GREIG, M.A., *Instructor in Economics*
JULIA JUANITA HENDERSON, M.A., *Instructor in Political Science*
ELIZABETH ALDRICH LANE, M.A., *Instructor in Hygiene and Physical Education*
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KATHERINE LEVER, M.A., *Instructor in English Composition*
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SYLVIA LEAH BERKMAN, PH.D., *Instructor in English Literature*
HENRIETTE D'ESTOURNELLES DE CONSTANT, *Instructor in Violoncello*
ALFRED HAROLD HOLWAY, PH.D., *Assistant in Psychology*
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MYRA JEANNE DORSEY, *Assistant in Botany*
MARTHA MILLER BIELER, B.A., *Assistant in Chemistry*
DEBORAH CLOUD VAUGHAN, B.A., *Assistant in Psychology*

[4] Appointed for the first semester only.
[5] Appointed for the second semester only.

MONIQUE LUCIENNE BERTHE DAMOISEAU, B.A., *Assistant in French*
BARBARA DUNN, B.A., *Assistant in Zoölogy*
MARY ALICE FOBES, B.A., *Assistant in Chemistry*
MARGARET ELLA YOUNG, B.S., *Assistant in Botany*
JANET BROWN GUERNSEY, B.A., *Assistant in Physics*
PRISCILLA CARTER, B.A., *Assistant in Chemistry*
MURIEL ETHEL HOLDEN, B.A., *Assistant in Chemistry*
MARCIA KELMAN, B.S., *Assistant in Botany*
NORMA HARRIET KNIPPLE, B.A., *Assistant in Zoölogy and Physiology*
MARGARET BARTHOLOMEW MEIKLE, B.S., *Assistant in Zoölogy and Physiology*
MARY SANDLAND SCHABACKER, B.A., *Assistant in Physics*
ROBERT JOSEPH WADE, *Assistant in Theatre Workshop*
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LOUISE MARKER YOUNG, B.A., *Assistant in Astronomy*
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MARY MARGARET SHIRLEY [5], PH.D., *Lecturer in Psychology*

[4] Appointed for the first semester only.
[5] Appointed for the second semester only.

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THE SUPERIOR COURT OF THE COLLEGE GOVERNMENT ASSOCIATION.—Misses Abbot, Armstrong; Mrs. de Morinni; and (*ex officiis*) the President and the Dean of Students (*pro tem.*).

HISTORICAL SKETCH

WELLESLEY COLLEGE is one of that group of women's colleges established in the nineteenth century to offer to young women the educational opportunities "equivalent to those usually provided in colleges for young men." The motive of its founder, Henry Fowle Durant, was, however, something more than the enrichment of the experience of young women for their own sake. Addressing the first students in the fall of 1875 he said, "You mistake altogether the significance of the movement of which you are a part if you think this is simply a question of a college education for girls. I believe that God's hand is in it; . . . that He is calling to womanhood to come up higher, to prepare herself for great conflicts, for vast reforms in social life, for noblest usefulness."

To the end of preparing women for positions of responsibility, Mr. Durant insisted from the beginning on the maintenance of high academic standards, and of healthy community life in beautiful surroundings. He built an impressive College Hall on his own spacious estate fourteen miles west of Boston, and spared no pains to make his gift contribute to the aesthetic development of students. He began to beautify the four hundred acre campus which has become one of Wellesley's distinctive assets. He encouraged the inclusion in the student body of representatives from all parts of the country and from foreign lands. He placed more emphasis on personal quality than on the accident of economic status, and he maintained a real democracy within the college family. He opened unusual professional opportunities to women on the faculty. He introduced laboratory work in science before it was widely recognized as academically necessary. He recognized the significance of the arts in education and encouraged "learning by doing." He assumed that religion was a normal part of the life of educated people and made provision for its study and expression in the program of the new community.

From the beginning the Board of Trustees has been composed of men and women whose interests have been far-reaching in New England and around the world. The first board included the President of Yale College, Chancellor of the University of the City of New York, Dean of the Episcopal Theological School of Harvard University, President of Boston University, a professor of the Rochester Theological Seminary and of Andover Theological Seminary, two pastors, and a former Governor of Massachusetts. The roster has been continuously noteworthy for the calibre of the persons who have contributed of their time, their professional experience, their money to strengthen the College. The present board includes educators as well as financiers, lawyers, an architect,

a doctor, businessmen—men and women of wide cultural interests selected for their expert contribution. It is a working board. Three of its regular members are nominated by vote of the Alumnae Association. An unusual feature of organization is the membership of a "faculty trustee" who is not a member of the faculty but is nominated by the Academic Council.

The history of the College falls into two fairly distinct periods, pre- and post-College Hall Fire. The College was chartered on March 17, 1870, but the planning of the program and the construction of College Hall required five years of effort and the opening did not occur until September, 1875. In a surprisingly short period, under the leadership of President Ada Howard (1875–1881) and Alice Freeman (1881–1887), the institution became established as a well-known college. It borrowed ideas and methods from various institutions, notably Mount Holyoke Seminary's program of domestic work for each student. It drew heavily on Harvard University resources but at once assumed responsibility for copying nothing blindly and for introducing a type of instruction which put much initiative upon students.

During the presidencies of Helen Shafer (1887–1894) and Julia Irvine (1894–1899) the present curriculum of the College took shape and the experimental venture in higher education for women became established as a permanent part of the educational scene. President Caroline Hazard (1899–1910) brought to the academically mature College the graciousness of the artist. Music, art, gracious living were reemphasized as important factors in a community of educated people.

On the night of March 17, 1914, College Hall burned to the ground. The orderly evacuation of the building with no injury to any occupant won world-wide fame for the already well-known College. In the emergency created by this catastrophe President Ellen Fitz Pendleton (1911–1936) came to the position of leadership which made her indeed the builder which she will always be in the grateful memory of Wellesley women. Within twenty-five years the College grew from an inadequately housed, financially handicapped institution to a beautifully equipped and well-endowed college. More significantly, Miss Pendleton guided the reorganization of the faculty into a democratically controlled policy-making body which worked consistently to maintain and develop a vital curriculum and community life. She assisted in the formation of a vigorous Alumnae Association and presided over the magnificent efforts of the trustees and alumnae to raise enough money to rebuild, expand, and endow the College.

During the very years of Wellesley's urgent need, the efforts of all its members were directed to the war service of four overseas units. Wellesley is no "ivory tower" to which people withdraw from contact

with world needs. Her fourteen thousand alumnae, engaged in every kind of responsible task, prove that fact. The register of graduates lists Wellesley women living in each of the forty-eight states of the United States of America and in forty-eight foreign lands.

Through the years the external aspects of Wellesley College have changed almost completely. It started with three hundred students, most of them in a preparatory department which was a part of the College until 1879. It has become a college for fifteen hundred students, with fifty or sixty graduate students. Starting with one building, it now has forty-seven. It began with Mr. Durant's private library of less than 10,000 volumes. Its present library has outgrown the building designed to accommodate 135,000 volumes and has over 200,000 spread over the campus in a series of departmental units. Its one gymnasium room has been replaced by two large buildings to provide instructional and recreational facilities for the Graduate Department of Hygiene and Physical Education as well as the enlarged undergraduate group.

Through the years the methods of the founder and his wife have changed to meet new conditions, modified under the leadership of a distinguished group of men and women, but the fundamental purposes continue to direct the modern Wellesley which still uses Mr. Durant's chosen motto, "Non ministrari sed ministrare."

ADMISSION

Candidates for the Bachelor of Arts degree may qualify for admission to Wellesley College either as members of the freshman class, or as students with advanced standing who present records from accredited colleges. Since the size of the student body is limited to about fifteen hundred students, candidates in both groups are chosen very carefully in order of the excellence of their credentials, which include testimonials concerning health, character, and scholarship.

Application for Admission

Forms of application will be furnished on request. An application fee of $10 is required of all applicants and no registration is recorded until the fee is received. If the candidate cancels her registration or does not enter the College for any reason, the fee is not refunded, but it may be transferred to apply to a later year if the request for the transfer is received within a reasonable time after the beginning of the year for which the candidate is registered to enter college.

Application for admission to the College may be made to the Chairman of the Board of Admission at any time up to March 1 of the year of entrance. A student is advised to make application at the beginning of her secondary school course and she is urged to do so not later than the fall of her junior year in secondary school so that her plan of admission may be approved before it is too late to make schedule changes. Since rooms are assigned according to the date of application, there is an added advantage in early registration.

All communications concerning admission should be addressed to the Chairman of the Board of Admission, Wellesley College, Wellesley, Massachusetts.

Health Certificates

A report from the applicant's physician showing that she is organically sound and in good health, together with a certificate of vaccination and any required tests, must be filed with the Board of Admission before April 1 of the year in which admission is sought. The College reserves the right to reject any candidate who, in the opinion of the college physicians, is not fitted for work in the college community.

ADMISSION TO THE FRESHMAN CLASS

Through its admission procedure, the College tries to select students with good intellectual ability, adequate preparation for further study, genuine interest in some of the courses offered at Wellesley College,

and a purpose which will give incentive to steady work. In making its selection of students, the Board of Admission reviews school records and recommendations, entrance examinations, psychological and scholastic aptitude tests, and information from the candidate concerning her interests and plans of study. From a large number of applicants the freshman class of about four hundred is chosen by the Board. Students who are interested in admission should read carefully the recommendations concerning secondary school subjects to be offered for entrance and the statement concerning the required College Board tests.

ADMISSION SUBJECTS

Wellesley College is interested in having students from widely scattered geographical centers and from schools of varying types. For this reason the plan of entrance is flexible so far as the character of the entrance units is concerned. The plan of entrance units should be considered in connection with the requirements for the B.A. degree in Wellesley which are described on pages 33 to 35.

The College recommends the plan of admission units outlined below as a generally satisfactory basis for work in college. Students whose work does not follow this pattern are referred to the statement which follows the description of this plan.

English		4 units
Foreign Language		5 units
Latin or Greek	3 units	
A modern language: French, German, Italian, Spanish	2 units	
History		1 unit
Mathematics		3 units
Algebra	2 units	
Plane Geometry	1 unit	
Science		1 unit
Elective Subjects		2 units

This plan allows every student two elective units for additional work in the fields which she believes have greatest value for her. In the elective group the College will accept additional units in any of the subjects listed above, or in art, music, Biblical history, and the social sciences besides history. Students interested primarily in languages, literature, and the arts are advised to offer for admission four units of Latin and two units of history, including one of European history.

A student whose course differs from the recommended one, either in the distribution of subjects or in the number of units in a given subject, will be considered for admission provided that her whole program in-

cludes sixteen units and offers a sound basis for college work. Students are urged to discuss their plans of work early in the secondary school course with their school advisers and to confer also with the Wellesley College Board of Admission. The Board will welcome from school principals information about unusual curricular plans or courses which the schools recommend to their college groups.

The decision of the Board of Admission concerning a candidate will in all cases depend on the general excellence of her school record and recommendations and on her relative standing in the required entrance tests.

SCHOOL RECORDS

Complete records of a student's work in secondary school are required. Blanks for the preliminary records are sent to school principals in the spring, a year in advance of the student's completion of preparatory work. Blanks for supplementary records are sent during the year of final preparation for college.

The school record must be supplemented by statements from the school principals, concerning the special abilities and interests of the student, power of sustained work, good health habits, integrity, sense of responsibility, coöperativeness, initiative and self-reliance in work and in social action. The College wishes to be informed of circumstances which may have furthered or interfered with a student's work and of special honors and accomplishments during the student's secondary school course.

ENTRANCE TESTS

In addition to presenting complete school records, all candidates for admission to the freshman class of Wellesley College in 1943 must take the Scholastic Aptitude Test, which includes both verbal and mathematical sections, and three one-hour Achievement Tests of the College Entrance Examination Board. One of the three Achievement Tests must be the English Essay Test, and the other two should be in subjects in two of these fields: foreign languages, sciences, social studies. All the Achievement Tests, other than the English Test, are objective tests, and they are given in French, German, Latin, Spanish, Biology, Chemistry, Physics, Social Studies, and Spatial Relations. A student who has a special reason for wishing to substitute the Spatial Relations Test for one in the recommended fields should obtain the approval of the Wellesley College Board of Admission before taking the test. The required English Test is a test in composition, not literature.

It is recommended that the Scholastic Aptitude Test be taken in June of the junior year in secondary school and the Achievement Tests

in April of the senior year. A student who does not apply for admission to the College until her senior year will take all the tests in April. The advantage of taking the Scholastic Aptitude Test at the end of the junior year is that the candidate will have an opportunity to repeat the test if her rating is not satisfactory. The Board of Admission places considerable reliance on this test in making its decision upon an application.

Attention should be called to the fact that the April tests are designed to be taken in stride without special preparation and without speeding up the school program. In evaluating the ratings made on the Achievement Tests, the Board of Admission takes into account the number of years a student has studied a subject and the year in which she studied it.

Although the Regents examinations of New York State and the matriculation examinations taken by candidates from Canadian or foreign schools are no longer accepted as substitutes for College Board tests, the grades made in these tests will appear on a student's record and if they are good they will count in the candidate's favor. A rating of less than 75 per cent on a Regents examination is considered unsatisfactory by the College.

GENERAL INFORMATION CONCERNING TESTS

The College Entrance Examination Board will administer the following three series of tests in 1943:

April Series

Saturday, April 10—Scholastic Aptitude Test (including a mathematical section).

Achievement Tests (not more than three of the ten which are given may be taken).

June Series

Friday, June 4—Examination in Mathematics (including algebra, plane and solid geometry, and trigonometry).

Saturday, June 5—A program of tests similar to those listed under April 10 above.

September Series

Wednesday, September 8—A program of tests similar to those listed under April 10 above.

Thursday, September 9—Examination in Mathematics (including algebra, plane and solid geometry, and trigonometry).

A single Bulletin of Information containing rules for the filing of applications and the payment of fees, lists of examination centers, etc., may be obtained without charge from the College Entrance Examination Board. The Board does not publish a detailed description of the Scholastic Aptitude Test or the Achievement Tests. A practice form of the former test will be sent to every candidate who registers for it.

Candidates should make application by mail to the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey. Blank forms for this purpose will be sent to any teacher or candidate upon request. When ordering the forms, candidates should state whether they wish to take the April, June, or September tests.

In order to facilitate the arrangements for the conduct of the tests, all applications should be filed as early as possible. Each application should be accompanied by the appropriate examination fee, which is five dollars for candidates who take only the Scholastic Aptitude Test and ten dollars for all other candidates. Applications and fees should reach the office of the Board not later than the dates specified in the following schedule:

For Examination Centers Located	*April Series*	*June Series*	*September Series*
East of the Mississippi River or on the Mississippi	March 20	May 14	August 18
West of the Mississippi River or in Canada, Mexico, or the West Indies .	March 13	May 7	August 11
Outside of the United States, Canada, Mexico, and the West Indies . .	February 27	April 23	. . . . .

Belated applications will be subject to a penalty fee of five dollars in addition to the regular fee.

When a candidate has failed to obtain the required blank form of application, the regular fee will be accepted if it arrives not later than the specified date and is accompanied by the candidate's name and address, the exact examination center selected, the college to which his report is to be sent, and the test or tests he is to take.

The Board will report the results of the tests to the institution indicated on the candidate's application. The colleges will, in turn, notify the candidates of the action taken upon their applications for admission. Candidates will not receive reports upon their tests from the Board.

CREDENTIALS IN SUPPORT OF APPLICATIONS FOR ADMISSION TO FRESHMAN CLASS

1. Information blanks sent out by the College should be filled in and returned within two weeks after they are received.
2. Before March 15, scholarship applications and requests for financial aid should be filed in the office of the Dean of Freshmen. (A scholarship application blank must be obtained in advance. For information on basis of award, see page 180).
3. An application to take the required Scholastic Aptitude and Achievement tests should reach the office of the College Entrance Examina-

tion Board at least a month in advance of the date of the tests. The exact dates on which applications are due appear on page 29. Note that for the April tests, which are recommended for candidates in the senior year, application must be made in March.

4. Health certificates, on the blank provided by the College, are due not later than April 1. The health certificates must be complete and approved by the health department at the College before a candidate's entrance credentials are complete.
5. Three photographs are also due by April 1. These should be of standard passport size, glossy prints if possible. They should show head and shoulders only. The candidate's name and address must appear on the back of each picture.
6. Official reports of the April tests will be sent by the College Entrance Examination Board to the Board of Admission office late in April.
7. The College will secure the school records and recommendations on official record blanks which will be mailed to the schools.

ADMISSION TO ADVANCED STANDING

Terms of Admission

The number of students admitted to advanced standing in any year is limited and all entrance is on a selective basis. If a student has maintained an excellent record in college and has special interests which she can follow at Wellesley College, the Board of Admission encourages her to apply for entrance with advanced standing credit. For information about registration candidates should read page 25.

A candidate should show that she has had the background of work recommended for admission to the freshman class (see page 26) and has completed at least a full year of highly satisfactory work at another college. She should be entitled to honorable dismissal from the college which she has attended and should be recommended by her instructors. The Board of Admission will give information about the colleges and universities from which credits are accepted.

All candidates for admission to advanced standing are required to take the Scholastic Aptitude Test of the College Entrance Examination Board. A candidate who has never taken this test is advised to take it in April. For information concerning the test, see page 27.

Residence of at least two years is required to obtain the B.A. degree, of which one must be the senior year. The work of these two years must include all the prescribed work (see page 34) not covered by the credentials submitted, and such courses as are needed to meet the requirements for distribution and concentration (see page 34). Credit

will be tentatively granted early in the first year of residence. The final determination of credit is not made until the end of the first year since the success of advanced standing candidates with work at Wellesley is an important consideration in deciding upon credit.

The selection of applicants for admission with advanced standing will be made in July of the year in which entrance is desired.

CREDENTIALS

The following credentials must be submitted to the Board of Admission before July 1 of the year in which entrance is desired:

1. Information blanks should be filled in and returned within two weeks of the date on which they are received.
2. Health certificates, on the blank provided by the College, are due not later than July 1.
3. Three photographs are also due by July 1. These should be of standard passport size, glossy prints if possible.
4. A catalogue of the college attended with the candidate's name on the cover should be sent at the same time that the information blanks are sent. A list of the courses offered for credit with page references to the catalogue should be given.
5. The candidate should request a letter of recommendation from one of her instructors, to be sent to the office of the Board of Admission.
6. The Board of Admission at Wellesley will secure from the candidate's college a transcript of the college record, a statement of graduation from a junior college or of honorable dismissal from a four-year college, and a recommendation from the college dean.
7. The candidate should request that the official record of her rating on the Scholastic Aptitude Test and reports of any other college entrance examinations which she has taken be sent to Wellesley College.

ADMISSION OF CANDIDATES FOR THE M.A. AND M.S. DEGREES

Candidates for the degree of Master of Arts, Master of Arts in Education, or Master of Science in Hygiene and Physical Education must be graduates of Wellesley College or of other institutions of satisfactory standing, and must present adequate credentials signifying their ability to carry on the work for the degree.

Application for admission as a graduate student in any department should be made upon forms which will be furnished by the Dean of Graduate Students on request. It is desirable that the application be sent by March first of the year in which the student proposes to enter.

It should be accompanied (1) by the official record of courses and grades, (2) by a copy of the catalogue of the institution attended, marked to indicate the courses taken.

Graduate scholarships are described on page 190.

For requirements for the M.A. and M.S. degrees see page 38. A circular containing full information for graduate students will be sent on application to the Dean of Graduate Students.

ADMISSION OF CANDIDATES FOR THE CERTIFICATE IN HYGIENE AND PHYSICAL EDUCATION

A two years' course, especially designed for the training of teachers of hygiene and physical education, and leading to the certificate of the Department of Hygiene and Physical Education, is offered to graduates of approved colleges who meet the requirements. Full information will be found on page 112.

Correspondence should be addressed to the Dean of Graduate Students.

DEGREES

The following degrees are conferred by the Trustees upon recommendation of the Academic Council:

Bachelor of Arts.
Master of Arts.
Master of Arts in Education.
Master of Science in Hygiene and Physical Education.
Certificate in Hygiene and Physical Education.

Requirements for the B.A. Degree

In constructing the curriculum of which the requirements are given below, the faculty was guided by a belief that a student's four years in college should give her several specific sorts of training. The *prescribed work* is planned to assure her possession of certain skills which are of general use, and to add to the information which she has acquired before coming to college further information considered of fundamental importance. Thus the prescribed work in English Composition and Speech is designed to assure her having accuracy and effectiveness in speaking and writing English. The prescription in Hygiene affords the student a knowledge of the laws of health. The prescribed work in Biblical History gives a knowledge of the historical basis of Christianity.

The requirement of *work for distribution* is made with the purpose of securing for each student some acquaintance with methods of work and ways of thinking in various representative fields of knowledge. The requirement of *work for concentration* is made in order that the student shall make a reasonably thorough study of one field of knowledge. The curriculum is so planned that a student has the opportunity to elect without restriction a number of courses to suit her individual need and interest.

Every candidate for the B.A. degree must complete before graduation the equivalent of one hundred and twenty semester hours, and have in addition a reading knowledge of one of the following: French, German, Greek, Italian, Latin, Spanish.

The examination to test the reading knowledge of one of these foreign languages will be given at the beginning of each semester. In general the choice of the language to be offered is left to the student, but any department offering work for a major may require its major students to pass the examination in one particular language or in one of any two or more specified languages. A student should therefore consult the department in which she may wish to major before planning to take her examination in a particular language. Students majoring in a foreign language will be tested in a reading knowledge of a second language; in this case students may postpone the examination until the beginning of the senior year.

Of the one hundred and twenty semester hours required for the B.A. degree a certain number is prescribed; a certain number must be elected

to fulfill the requirements of *work for distribution* and *work for concentration;* the rest is free elective.

I. PRESCRIBED. The following subjects are required as specified:

Biblical History (in the sophomore year)	6 hours
English Composition (unless exempted for the second semester by the department)	6 * "
Hygiene and Physical Education 120 (unless exempted by examination)	2 "
Hygiene and Physical Education (practical) . . .	2 † "
Speech (unless exempted by examination)	2 "

Of the required subjects, English Composition, six hours, must be taken in the freshman year; Hygiene and Physical Education three hours in the freshman year, and one hour in the sophomore year; Biblical History, six hours, in the sophomore year; Speech, two hours, before the junior year.

II. WORK FOR DISTRIBUTION. Twelve hours in addition to the prescribed work, to be elected in each of the three groups given below. The twelve hours in each of the three groups are to be elected so as to fall six hours in one department and six hours in one or two other departments. Only one beginning course in a modern language may be counted for distribution.

Group I. Art, English Composition, English Literature, French, German, Greek, Italian, Latin, Music, Spanish, Speech.
Group II. Biblical History, Economics, Education, History, Philosophy, Political Science, Psychology, Sociology.
Group III. Astronomy, Botany, Chemistry, Geology and Geography, Mathematics, Physics, Zoölogy and Physiology.

Every freshman must take for distribution six hours in each of two groups; and every student is required to have had by the end of her sophomore year at least six hours counting for distribution in each group.

III. WORK FOR CONCENTRATION. Forty-two semester hours in one field of concentration, of which a major of twenty-four to thirty hours shall be in one department, and eighteen to twelve hours shall be in courses related or supplementary to the major but falling in one or more departments other than that in which the major is taken.‡

* If a student fails to pass with a grade of at least C in the second semester of English Composition 101, she will be required to take an additional semester course in the sophomore year.

† These two hours in Hygiene and Physical Education are met by four periods in practical work, two periods per week in the freshman year and two in the sophomore year.

‡ In the interpretation of this requirement the departments of Geology and Geography, English Composition and English Literature shall count in each case as two departments.

All courses are classified in grades I, II, III; grade I indicating elementary courses and grade III the most advanced courses. Of the courses offered to fulfill the requirement of *work for concentration* at least six hours of grade III must be taken in the senior year. Of the forty-two hours required at least eighteen hours must be above grade I and at least twelve hours must be of grade III.

Every candidate for the B.A. degree must pass a general examination in a major subject in addition to the regular course examinations.

COURSE EXAMINATIONS

An examination period occurs at the end of each semester. Examinations for the removal of conditions and deficiencies and for advanced standing may be taken during any examination period and at other specified times.

A student who wishes to take an examination upon a course which is not a part of her approved schedule for the year, must apply to the College Recorder for the requisite card of admission to the examination.

STANDARD FOR GRADUATION

A certain quality grade is required for graduation and, for the purpose of determining this quality grade, numerical values called "points" are given to the grade letters as follows: for grade A, three points for each semester hour of the course in which the grade is received; for grade B, two points; for grade C, one point; for grade D (passing), no points; for a grade below D, no points and not counted in hours toward a degree. In order to be recommended for the degree of Bachelor of Arts a student must in each semester attain as many quality points as the hours she carries, i.e., a credit ratio of 1.0. (The credit ratio is the ratio of the number of quality points earned to the semester hours carried.) Deficiency of points in any semester may be made good only in accordance with regulations adopted by the faculty. In general, students who are deficient in quality points at the end of the third year or who are otherwise not of diploma-grade standing will not be permitted to continue.

The College reserves the right to require the withdrawal of students whose academic standing is not satisfactory, and of those who for any other reason have shown themselves to be not in accord with the ideals and standards which the College seeks to maintain.

HONORS IN A SPECIAL FIELD

Recognition of the desire of certain students to carry on consecutive and somewhat intensive work along the line of their particular interests has led to the introduction of a plan for Honors in a Special Field.

A student electing to study for Honors will choose a Field of Special Study and will work in that field under the direction of one or more of the instructors concerned who will advise her on the possible development of her field and will guide her in the carrying on of independent work within it.

Students who wish to become candidates for Honors may apply in the spring of their sophomore or junior year to the committee appointed to consider these applications.

DEPARTMENTAL HONORS

A plan for Departmental Honors has been established to enable certain students to enrich the work of the major subject by engaging in a program of supplementary directed work in the senior year. A candidate for Departmental Honors will carry a normal senior program supplemented by work in the major subject done under the special direction of one or more instructors. The supplementary work will be planned to suit the needs and interests of the individual student.

GENERAL INSTRUCTIONS FOR SELECTING COURSES

The program in the freshman year is as follows:

English Composition 101	6 hours
Hygiene 120	2 hours
Hygiene 121 (practical work 2 hours)	1 hour
Electives, 4 six-hour courses	24 hours
Total	33 hours

The courses must be chosen in accordance with the prerequisites given in the department statements from the list of courses named below, with the provision that one course must be chosen from each of two of the three groups described below. It is unwise to include two beginning courses in modern language.

ELECTIVE COURSES OPEN TO FRESHMEN, ARRANGED BY GROUPS

Group I. Art 101, 102, 103, English Literature 101, 103, French 101, 102, 103, 104, 105, 201, 202, 208, German 101, 102, 104, Greek 101, 201, 202, 205, Italian 101, 102, 201, 202, 205, 206, 207, Latin 101, 103, 104, 105, 106, 107, Musical Theory 101, 102, 201, 203, 208, Spanish 101, 102, 104, Speech 101, 104, 105.

Group II. Economics 101 *, History 101, 102, Philosophy 102 *, 107 *, 108 *, Political Science 104 *, Psychology 101 *, 103 *.

Group III. Astronomy 101, Botany 101, 202, 203, 204, 206, Chemistry 101, 103, 201, 202, Geology 101, 102, 103, Mathematics 105, 106, 107, Physics 101, 102, 201, 202, 203, Zoölogy 101.

* Requires special permission of Dean of Freshmen.

If thirty-three hours are satisfactorily completed in the freshman year, the normal program for the remaining years would be as follows:

Sophomore year	33 hours
Junior year	30 "
Senior year	24 "

If thirty-three hours are not completed in both the freshman and sophomore years, it will be necessary for a student to attend summer school or to carry more hours in the junior and senior years than specified above, subject to certain regulations.

Elective courses must be chosen with great care so that changes will not be necessary. Students are held responsible for observing the requirements for the degree and the proper sequence of courses.

Students, except entering freshmen, are required to choose in the spring their electives for the year following. All requests for changes of elective courses should be sent in time to reach the College before August 15.

PRE-PROFESSIONAL COURSES

Students who plan to apply for admission to professional schools after leaving Wellesley College should consult their class deans about appropriate electives early in the course.

Each student who is planning to study medicine is advised to confer with her class dean before the beginning of her sophomore year. Entering students are advised to elect two pre-medical sciences in the freshman year. In general, requirements for admission to medical schools of Class A can be met by eighteen hours in Chemistry and twelve hours in Physics and Zoölogy respectively, but each student is advised to study carefully the requirements for the particular school which she has chosen. Attention is called to the fact that twenty-four hours are required as a basis for the general examination in any department. It is, however, possible to fulfill the minimum requirement for medical schools, and to take the general examination in an entirely different field.

Students planning to prepare for work in hospital or public health laboratories should begin both Chemistry and Zoölogy in their freshman year in order to have the necessary foundation for advanced courses. The departments of Botany, Chemistry, Physics, and Zoölogy should be consulted concerning combinations of courses in later years of the college course.

PREPARATION FOR TEACHING

A student wishing special preparation for teaching may plan a five year integrated course leading to a Bachelor of Arts at the end of the

fourth year and a Master of Arts in Education at the end of the fifth. The courses in a student's field of concentration and her free electives will be chosen to provide preparation in the subjects which she especially desires to teach. Her program will include also courses in Education which will enable her to meet requirements for certification in many states. Practice teaching will be included in the work of the fifth year.

Requirements for the M.A. and M.S. Degrees

Wellesley College offers graduate work leading to the degrees of Master of Arts, Master of Arts in Education, and Master of Science in Hygiene and Physical Education. The work required of a candidate is considered to be the equivalent of twenty-four hours of college work. In general, a candidate is required to work in one department. The program includes no fewer than two full courses of Grade III or their equivalent, and may include a thesis embodying the results of original research or reports based on independent work. A candidate for a Master's degree is required to have a working knowledge of either French or German, to be tested by examination *at entrance*. Individual departments may require a second language. At least one year of graduate study is required of all candidates, but more time may be needed for the completion of the work. One year in residence is required of all candidates except graduates of Wellesley College who have done the work at some institution which does not grant a Master's degree to women.

Information regarding requirements for admission, theses, final examinations, etc., will be found in the Graduate Circular which will be sent on application to the Dean of Graduate Students.

COURSES OF INSTRUCTION

1942–43

THE following courses of instruction are offered by the several departments. The College reserves the right to withdraw the offer of any course not chosen by at least six students.

All courses are classified in grades I, II, III; grade I indicating elementary courses and grade III the most advanced courses. Grade I courses are numbered 101, etc.; grade II courses 201, etc.; grade III courses 301, etc.

The first semester is indicated by (1) following the course number, the second semester by (2). Courses not so designated are year courses.

ART

Professor: SIRARPIE DER NERSESSIAN, DOCTEUR ÈS LETTRES (Chairman) DIRECTOR OF THE ART MUSEUM.
Associate Professors: WILLIAM ALEXANDER CAMPBELL,[1] M.F.A.
LAURINE MACK BONGIORNO,[1] PH.D.
Assistant Professors: BERNARD CHAPMAN HEYL, M.F.A.
AGNES ANNE ABBOT.
THOMAS BUCKLAND JEFFERY, DIPL. OXON., M.F.A.
Instructors: SARA ANDERSON, M.A.
HELEN HAMILTON WERTHESSEN,[5] B.A., B.DES.
ARNOLD GEISSBUHLER.
SAMUEL MAGEE GREEN,[5] B.A.
Assistant: ELIZABETH HOLMES.
Cataloguer: EDITH MOORE NAYLOR, M.A.
Lecturers: OTTO BENESCH, PH.D.
GEORGE ROWLEY,[4] M.F.A.

Art Museum

Secretary: CELIA HOWARD HERSEY, B.A.
Assistant: ALICE CHURCHILL MOORE.

HISTORY OF ART

Many of the courses in Art include some laboratory work in the one or more mediums with which the course is concerned. The department believes that laboratory training has great value in developing observation and understanding of problems of art, and for this reason requires it of majoring students. It should be stated, however, that no particular natural aptitude is required and that the work is scaled to the student's ability.

[1] Absent on leave.
[4] Appointed for the first semester only.
[5] Appointed for the second semester only.

101. INTRODUCTORY COURSE I: ANCIENT, EARLY CHRISTIAN, AND ITALIAN ART.

A foundation for further study of the history of art, leading directly to course 205, but complete in itself, having for its theme classic art, its antecedents and its part in later Italian art. First semester: Greek art, its predecessors in Egypt, Mesopotamia and Ægean lands, and the art of pagan Rome. Second semester: the art of the Italian Renaissance with introductory studies in Early Christian and Byzantine art. Laboratory work: drawing, sketching from the living model, water color, and modeling.

Open to all students except those who have completed or are taking 102, 213, or 215. Six hours. MISS DER NERSESSIAN, MR. HEYL, MISS ANDERSON, MISS HOLMES.

102. ANCIENT, EARLY CHRISTIAN, AND ITALIAN ART.

In general the same ground as in 101, but without laboratory work.

Open to freshmen and sophomores. Not open to students who have completed or are taking 101. This course may be offered as prerequisite for 205 if supplemented by 104 or an equivalent. Six hours. MISS ANDERSON.

205. INTRODUCTORY COURSE II: MEDIÆVAL, RENAISSANCE, AND MODERN ART.

First semester: Mediæval art, with emphasis on Romanesque and Gothic architecture and sculpture in France; Northern painting of the XV and XVI centuries. Second semester: European art from the XVII century to the present day, with emphasis on painting. Laboratory work, including modeling and oil painting.

Prerequisite, 101 or an equivalent. Not open to students who have completed or are taking 214 or 216. Six hours. MR. HEYL, MISS HOLMES.

207 (1). ART OF THE FAR EAST.

A study of the art of India, China, and Japan, with particular emphasis on the civilization of China. No laboratory work.

Open to juniors and seniors without prerequisite. Three hours. MR. ROWLEY.

209 (1).† ART OF THE ROMAN EMPIRE. (Not offered in 1942–43.)

The major monuments of architecture, sculpture, and painting throughout the Roman Empire from the formation of the Roman style to the beginning of the Byzantine. No laboratory work.

† Offered in alternate years.

Open to sophomores who have completed 101 or 102, and to juniors and seniors without prerequisite. Three hours. MR. CAMPBELL.

211 (1). MOSLEM ART. (Not offered in 1942–43.)

Architecture, sculpture, painting, and minor arts of the Moslem people, beginning with the time of the khalifs of Damascus and of Bagdad, and continuing to the XVIII century. Monuments of Syria, Asia Minor, Persia, North Africa, Spain, and Turkey, with special emphasis on the decorative arts. No laboratory work.

Open to juniors and seniors without prerequisite. Three hours.

MISS DER NERSESSIAN.

212 (1).† SPANISH ART.

Architecture, sculpture, painting, and minor arts of Spain from the period of classical influence to the present day. Emphasis on architecture and painting, special attention being given to the great painters of the later period: El Greco, Velasquez, Ribera, Zurbarán, and Goya. No laboratory work.

Open to juniors and seniors without prerequisite. Three hours. MR. HEYL.

213 (1). ANCIENT ART. (Not offered in 1942–43.)

The art of the ancient world, with emphasis on Greece and Rome. The monuments will be studied primarily as examples of artistic achievement and, to some extent, as expressions of contemporary thought. No laboratory work.

Open to juniors and seniors who have not taken 101, 102, 209, or 318. Three hours.

214 (2). MEDIÆVAL ART. (Not offered in 1942–43.)

The mediæval period, its background of late classical and barbarian art and the development through the Romanesque and Gothic periods, emphasizing French architecture and sculpture. No laboratory work.

Open to juniors and seniors who have not taken 205. Three hours.

MR. JEFFERY.

215 (1). RENAISSANCE ART.

The art of the Italian Renaissance, with emphasis on painting. No laboratory work.

Open to juniors and seniors who have not taken 101 or 102. Three hours.

MR. JEFFERY.

† Offered in alternate years.

216 (2). POST-RENAISSANCE AND MODERN ART.

European art from the beginning of the XVII century to the present day. No laboratory work.

Open to juniors and seniors who have not taken 205. Three hours.

MR. JEFFERY.

302 (1). FLORENTINE AND UMBRIAN PAINTING OF THE RENAISSANCE.

The development of Florentine and Umbrian painting of the Renaissance beginning with Cimabue and Giotto in the late XIII century and culminating with Michelangelo and Raphael in the XVI century. Problems connected with Giotto, Masaccio, Leonardo, and Michelangelo.

Open to juniors and seniors who have completed or are taking 205. Three hours. MR. HEYL.

303 (2). RENAISSANCE PAINTING IN NORTH ITALY.

The development of painting in North Italy from the XIV through the XVI century. Special emphasis on Venetian painting, with some consideration of other centres of painting in North Italy such as Padua, Parma, Ferrara, Bologna, Milan, and Verona.

Prerequisite, 302. Three hours. MR. HEYL.

304 (1).† THE ARCHITECTURE OF THE RENAISSANCE.

The period from the dissolution of the mediæval styles to the appearance of revival styles in the XVIII century, with emphasis on Italy and France. Some laboratory work.

Open to juniors and seniors who have completed 205. Three hours.

MR. JEFFERY.

305 (2). MODERN PAINTING.

A study of the development of French painting in the XIX and XX centuries with some consideration of contemporary movements in different countries. Practical experiments in composition, form, and color as a basis for the study of modern characteristics.

Open to seniors who have completed 205, and to juniors who have completed 205 and have taken or are taking 303, 311, or 313. Three hours.

MRS. WERTHESSEN.

306 (2).† ENGRAVING AND ETCHING FROM THE RENAISSANCE TO THE PRESENT TIME.

The rise and development of engraving and etching including comparisons with the allied arts of woodcutting, mezzotinting, and litho-

† Offered in alternate years.

graphing, and a brief study of technical processes. Frequent visits to the Boston and Fogg museums.

Open to juniors and seniors who have completed or are taking 205. Three hours. MR. BENESCH, MR. GREEN.

307 (1).† STUDIES IN MEDIÆVAL ART. (Not offered in 1942–43.)

Problems in style and technique of mediæval fresco, tempera, and manuscript illumination, involving the study of Italian miniatures, panels, and frescoes of the Middle Ages.

Open to juniors and seniors who have completed 205. Three hours. MISS ABBOT.

309 (2). MODERN ARCHITECTURE.

Analysis of the development and variety of architectural styles of the modern period, beginning with the revival styles of the XVIII century and concluding with the integration of the new materials and methods of construction in the architecture of the present day. Emphasis on American architecture, tracing its beginnings in the Colonial period. No laboratory work.

Open to juniors and seniors who have completed 205. Three hours. MR. JEFFERY.

310. MEDIÆVAL, RENAISSANCE, AND MODERN SCULPTURE.

First semester: a study of the development of European sculpture with emphasis upon its character in the Romanesque and Gothic periods. Second semester: the sculptural expression of the Renaissance, including analyses of some modern trends. Laboratory work, including modeling from life to develop a better understanding of the conventions of sculpture.

Open to juniors and seniors who have completed 205. Six hours. The first semester may be counted as a semester course. MISS DER NERSESSIAN, MR. BENESCH.

311 (2). PAINTING OF NORTHERN EUROPE. (Not offered in 1942–43.)

The period from 1300 to 1600 in France, Germany, the Low Countries, and the XVII century in Flanders and Holland.

Open to juniors and seniors who have completed 205. Three hours. MRS. BONGIORNO.

312 (1). REMBRANDT.

The art of Rembrandt related to the earlier and contemporary art of the Low Countries.

Open to juniors and seniors who have completed 205. Three hours. MR. BENESCH.

† Offered in alternate years.

313 (1).† ART OF THE SEVENTEENTH CENTURY. (Not offered in 1942–43.)

Architecture, sculpture, and painting of the XVII century, considered from three points of view: the rise and development of these arts, the iconography of the period, and the general principles underlying the baroque style. In architecture and sculpture, emphasis will be on Italy, with Bernini as the leading figure; in painting, the development in Italy will be traced and this painting related to the work of contemporary artists such as El Greco, Poussin, Rubens, and Rembrandt. No laboratory work.

Open to juniors and seniors who have completed 205. Three hours.

MR. HEYL.

314 (2).† BYZANTINE ART.

Mosaics and paintings of Byzantine, Bulgarian, Serbian, and Russian churches from the VI to the XIV century. Problems in style and iconography with opportunities for independent work and comparative studies with Italian art.

Open to juniors and seniors who have completed 205, 209, or 320. Three hours.

MISS DER NERSESSIAN.

318 (1). STUDIES IN EGYPTIAN, NEAR EASTERN, AND PREHELLENIC ART.

Life and thought in the Eastern Mediterranean, Mesopotamia, and Persia as expressed in art. Careful consideration of recent excavations. No laboratory work.

Open to juniors and seniors who have completed or are taking a grade II course in Art, Biblical History, Greek, Latin, or History. Three hours.

MISS DER NERSESSIAN.

320. GREEK SCULPTURE.

First semester: a study of the development of Greek sculpture from its origins to the classical period. Second semester: the work of the great masters of the IV century and the sculpture of the Hellenistic period. Laboratory work, consisting largely of modeling and carving.

Open to juniors and seniors who have completed or are taking 205 or History 203 or a grade II course in Greek or Latin. Six hours. The first semester may be counted as a semester course. MISS ANDERSON.

322 (1).† FRENCH GOTHIC ARCHITECTURE. (Not offered in 1942–43.)

A close study of ecclesiastical architecture in the various regions of France from 1125 to 1525, with opportunity for independent work. Reading knowledge of French essential. No laboratory work.

† Offered in alternate years.

Open to juniors and seniors who have completed 205 and, by permission, to students who have completed 214. Three hours. MR. JEFFERY.

325 (2). CRITICAL STUDIES IN ART.

Important types of problems studied through material selected from the entire range of art history.

Open to seniors who have completed or are taking twelve hours of grade III or, by permission, to seniors who have completed twenty-four hours in Art. Three hours. MISS DER NERSESSIAN.

350. RESEARCH OR INDIVIDUAL STUDY.

Independent work on special problems under direction of one or more members of the department.

Open, by permission, to juniors and seniors who have completed or are taking a course of grade III. Three hours for a semester or six hours for a year.

STUDIO COURSES

Six hours of studio work may count toward the degree after six hours in the History of Art have been completed; and twelve hours after twelve hours in the History of Art have been completed.

103. STUDIO PRACTICE.

Modeling, drawing, sketching, and painting (oil and water color).

Open to sophomores, juniors, and seniors, and to approved freshmen who have studied art before entering college. Six periods of class instruction and three of studio practice, counting six hours. This course may count toward the degree after one full course in the History of Art has been completed.

MISS ABBOT, MR. GEISSBUHLER.

104. LABORATORY.

Elementary studies in drawing, modeling, and water color, planned for those who are conscious of no talent in practical art. The same ground is covered as in the laboratory work of 101 and the course should, therefore, be elected by students who have taken 102 instead of 101 and wish to major in Art. The purpose is to develop informed appreciation through practical study of the elements of the artist's technique, and to train students of the History of Art in quick sketching and the use of color for recording observation.

Open to sophomores, juniors, and seniors who have not taken 101 or 103. One period of class instruction and two of studio practice, counting two hours. This course may count toward the degree after one full course in the History of Art has been completed. MISS HOLMES.

204 (1). DESIGN.

The organization of spatial and tonal factors studied by means of a series of problems which deal with the planning of decoration for important types of areas.

Open, by permission, to sophomores, juniors, and seniors who have completed 101, 103, or 104. Six periods of class instruction and three of studio practice, counting three hours. This course may count toward the degree after two full courses in the History of Art have been completed. MISS ABBOT.

208 (2). COMPOSITION.

Principles of design related to various types of composition, in conjunction with direct study from the human model, still life, or landscape. Problems may take the form of book illustration, painting and mural decoration, decorative sculpture, etc.

Prerequisite, 204. Six periods of class instruction and three of studio practice, counting three hours. This course may count toward the degree after two full courses in the History of Art have been completed. MISS ABBOT.

DIRECTIONS FOR ELECTION

Courses 101 and 205, followed by grade III courses, form the usual sequence for a major in Art. 102 may be substituted for 101 if supplemented by 104. A reading knowledge of French or German is required of students majoring in Art; under certain circumstances Greek, Italian, Latin, or Spanish may be substituted by permission of the department. Students who are planning to do graduate work should have both French and German.

Students interested in classical archæology are referred to the statement on page 64 in regard to a major in that field.

GENERAL EXAMINATION

The general examination will be in two parts, two hours and a half in the morning (with slides or photographs) and two hours and a half in the afternoon.

It will be designed to test:

(1) Knowledge of outstanding examples from earliest times to the present day.

(2) A general comprehension of the relations of the different styles and periods.

(3) Ability (*a*) to make use of visual material in presenting a subject; (*b*) to perceive the value of evidence; (*c*) to coördinate material and present it logically.

ASTRONOMY

Professor: JOHN CHARLES DUNCAN, PH.D. (Chairman)
Assistant Professor: HELEN WALTER DODSON, PH.D.
Assistant: LOUISE MARKER YOUNG, B.A.
Custodian: KATHARINE BULLARD DUNCAN.

101. DESCRIPTIVE ASTRONOMY.

A general survey of the facts of Astronomy, of the methods by which they are obtained and of the theories that account for them; facts with which every educated person should be familiar in order to understand the astronomical allusions occurring in literature and to be alive to the beauty of the order that is about us.

Open to all undergraduates. Three lecture appointments, one two-hour laboratory appointment, and an average of about an hour of evening observations, counting six hours. At times, an evening meeting of the class is substituted for a daytime appointment. MR. DUNCAN, MISS DODSON, MISS YOUNG.

102. CONCISE COURSE IN DESCRIPTIVE ASTRONOMY. (Not given in 1942–43.)

The constellations; appearance of the sky, and its changes with time and place; appearances interpreted by modern knowledge; gravitation; light; the solar system; the sun and other stars; the universe. The class will meet in the evening, once a week throughout the year. Clear evenings may be given over to naked-eye study of the sky or to telescopic observation; other evenings, to illustrated lectures and discussion.

Open to juniors and seniors who have had no other course in Astronomy. This course does not serve as a prerequisite for grade II courses in Astronomy. Two hours. MR. DUNCAN.

206 (2). THE HISTORY OF ASTRONOMY. (Not given in 1942–43.)

Development of the science from ancient times to the present, with special emphasis on the period since Copernicus.

Prerequisite, 101. Three hours.

207 (1). PRACTICAL ASTRONOMY.

Practice in the use of astronomical instruments and methods, with emphasis on observation with the equatorial telescope and its attachments.

Prerequisite, 101. Three hours. This course involves both daytime and evening work at the Observatory. MISS DODSON.

208 (2). PRACTICAL ASTRONOMY.

Practice in the use of astronomical instruments and methods, with emphasis on the transit instrument and the determination of time, longitude, and latitude.

Prerequisite, 101 and a knowledge of Trigonometry. Three hours. This course involves both daytime and evening work at the Observatory.

MR. DUNCAN.

300 (1). STELLAR ASTRONOMY. (Not given in 1942–43.)

Studies of the number, brightness, distribution, and motions of the stars; double and variable stars; structure of the Galaxy; extra-galactic systems.

Open to juniors and seniors who have completed 101 and who have a knowledge of Trigonometry. Three hours. MISS DODSON.

301 (2). ASTROPHYSICS. (Not given in 1942–43.)

Astronomical spectroscopy; the laws of radiation; determination of radial velocities; physical properties and constitution of the stars.

Prerequisites, 101 and Physics 301. Three hours. When combined with Physics 301 it may be counted toward a major in Astronomy or Physics.

MISS DODSON.

302. DETERMINATION OF ORBITS.

Equations of motion of two gravitating bodies. Determination, from three observations, of the elliptic and parabolic orbits of bodies in the Solar System. Orbits of binary stars.

Prerequisite, 101 and a knowledge of Calculus. This course may be counted toward a major in either Astronomy or Mathematics. Six hours.

MR. DUNCAN.

303. CELESTIAL MECHANICS. (Not offered in 1942–43.)

The attraction of bodies of various forms under Newton's law of gravitation. The problems of two and of three bodies. Perturbations.

Prerequisite, Differential and Integral Calculus. Six hours. MR. DUNCAN.

304. ASTRONOMICAL SEMINAR. (Not offered in 1942–43.)

Open to graduate students. Ordinarily, six hours.

MR. DUNCAN, MISS DODSON.

350. RESEARCH OR INDIVIDUAL STUDY.

Work under one or more members of the department on subjects to be determined by the interests and capabilities of the individual student. This course may be taken repeatedly.

Open, by permission, to graduates and other advanced students. Two or three hours for a semester, or two to six for a year. The amount of work contemplated must be indicated at the time of handing in electives.

DIRECTIONS FOR ELECTION

All students who desire a general knowledge of Astronomy and of the universe around them as a part of their general education should

elect 101. Those for whom this course is insufficient but who would avoid technicalities may well continue with 207 or 206.

A major in Astronomy should ordinarily include 101, 207, 208, 300, 301, and 302. This combination of courses demands as prerequisites twelve hours in Mathematics and nine hours in Physics. Of the six languages listed for the language reading requirement (page 33), the department prefers (but does not insist upon) French or German.

Astronomy 301 may be counted toward a major in Physics, and Astronomy 302 toward a major in Mathematics.

General Examination

The general examination in Astronomy will be based upon the combination of courses which the student has taken as a major. A choice of questions will always be allowed. In addition to the written questions, there will be an opportunity for the student to show her familiarity with the use of astronomical instruments.

BIBLICAL HISTORY, LITERATURE, AND INTERPRETATION

Professors: Louise Pettibone Smith, ph.d. (Chairman)
Muriel Streibert Curtis, b.a., b.d.
Associate Professor: Katy Boyd George,[2] m.a.
Assistant Professors: Herbert Johannes Gezork, ph.d., d.d.
Paul Louis Lehmann, th.d.
Instructors: Robert Maurice Montgomery, b.a., b.d.
Ernest René Lacheman, b.d., ph.d.
Mary Lucetta Mowry,[4] m.a., b.d.

The requirement in Biblical History is met by course 104. Students with a knowledge of Greek may substitute course 210 for the second semester of 104.

104. Studies in the Old and New Testaments.

First Semester: Selected Parts of the Old Testament. Aims: (1) Some comprehension of the religion which prepared the way for Christianity and which is one of the principal influences that have shaped our civilization. (2) Familiarity with some of the prose and poetry of a great classic. (3) Some understanding of scholarly methods of handling Biblical material. (4) A perspective in religious thinking which may aid in building a foundation for the student's own religion.

[2] Absent on leave for the first semester.
[4] Appointed for the first semester only.

Second Semester: A study of Jesus as he is presented in the first three gospels. The aim is to examine the environment in which he lived, to study the events of his life from the historical point of view, to understand his teaching, and to discover his abiding significance.

Required of sophomores except as indicated above. Six hours.

MISS SMITH, MRS. CURTIS, MISS GEORGE, MR. GEZORK, MR. LEHMANN, MR. MONTGOMERY, MR. LACHEMAN, MISS MOWRY.

203. ELEMENTARY HEBREW.

The elements of Hebrew grammar, with practice in translation and the memorizing of a vocabulary. Reading of selections from the Old Testament. At the end of the course the student should be able to read simple Hebrew and to use the language in the study of the Old Testament.

Open to juniors and seniors. Six hours. MISS SMITH.

204 (1), (2). THE BEGINNINGS OF CHRISTIANITY.

This course is designed to enable those students who have already studied the life of Jesus in 104 to complete their study of the New Testament and to see the principles of Jesus at work as they came in contact with the life of the Græco-Roman world. The rise and earliest development of the Christian religion. Emphasis upon the thought of Paul and of the Fourth Gospel.

Prerequisite, 104 or 210. Three hours. MR. LEHMANN, MR. MONTGOMERY.

206 (2). GREEK TESTAMENT. TEXT STUDY OF SEVERAL NEW TESTAMENT BOOKS. (Not offered in 1942–43.)

The development of Paul's theology, including such topics as Paul's theology as a Pharisee: his conception of God, sin, salvation; his experience of Christ; his later theology. Parts of the following books will be read in Greek: Acts, I and II Corinthians, Romans, Philippians, Galatians.

Prerequisite, 210. Three hours. MISS GEORGE.

207. HISTORY OF RELIGIONS.

The history of religions from the earliest historical period through such leading religions of today as Hinduism, Buddhism, and Mohammedanism, including a study of comparative developments and values.

Open to juniors and seniors who have completed the required work in Biblical History. Six hours. MR. LACHEMAN.

208 (1), (2). SURVEY OF THE APPLICATION OF CHRISTIAN ETHICS TO SOCIAL PROBLEMS.

A study of the attitudes of the Christian church toward social and political problems in certain periods of her history, past and present. An investigation of the opportunity of modern Christianity as an agent of social reconciliation and reconstruction in the light of the teachings of Jesus and the developments of history.

Open to students who have completed the required work in Biblical History and who have taken or are taking Economics 101, History 101 or 102 or any other course in mediæval or modern history, Sociology 102. Three hours.

MR. GEZORK.

210 (2). THE FIRST THREE GOSPELS IN GREEK.

This course covers the same material as the second semester of 104, and is planned for those students who, in fulfilling the Biblical History requirement, prefer to study the gospels in Greek rather than in English translation.

Open to students who have completed the first semester of 104 and have completed or are taking a grade II Greek course. Students choosing this way of fulfilling the requirement in Biblical History may postpone the work until their junior year without special permission. Three hours. MISS GEORGE.

211 (1). THE OLD AND NEW TESTAMENTS IN THE LIGHT OF ARCHÆOLOGY. (Not offered in 1942–43.)

The results of archæology in their bearing upon Biblical history and religion. Emphasis upon the value of archæology in illustrating, testing, and making vivid the Biblical records. Chief emphasis on the discoveries in Palestine as portraying the life and customs of the people in that land. The inscriptions of Palestine and surrounding countries which have significance for Biblical history are studied in translation.

Open to juniors and seniors who have completed the required work in Biblical History. Three hours.

212 (1). RELIGIOUS EDUCATION.

A course meant for those who in their own homes, in Church schools or Vacation schools may be responsible for the guidance of children in religious thinking and experience, in development of character and sense of social responsibility. Suitable aims and methods in work with children of different ages, and appropriate use of Biblical and other material. An attempt throughout to relate the specific problems of religious education to the larger problems of the world in which we live.

Open to students who have completed the required work in Biblical History. Three hours. MRS. CURTIS.

213 (2). DEVELOPMENTS IN JUDAISM SINCE 70 A.D. (Not given in 1942–43.)

The history of Judaism in its relation to the Roman world, Christen-

dom and Islam. The effects of Jewish idealism from within and persecution from without on the formation of present Jewish types. Reading (in translation) of significant portions of Talmudic, Midrashic, poetic, and speculative literature.

Open to students who have completed the required work in Biblical History. Three hours.

214 (2). STUDIES IN CHRISTIAN BIOGRAPHY.

Studies of certain men and women important in the development of the Christian religion and illustrative of the varieties of Christian experience—such as St. Augustine, St. Francis of Assisi, Luther, Loyola, George Fox, John Wesley, Cardinal Newman, Albert Schweitzer, Kagawa. A brief survey of the main events of church history as background.

Prerequisite, 104. Three hours. MRS. CURTIS.

301. SEMINAR IN HISTORY OF RELIGIONS.

Readings and discussions in the history of religions other than Judaism and Christianity. Each student will be expected to investigate some particular historical problem. Emphasis upon the historical method of study as well as upon an understanding of the characteristic development of the religion under attention.

Open by permission to seniors. Six hours. MR. LACHEMAN.

302. INTERPRETATIONS OF CHRISTIANITY.

The varying conceptions of the essentials of Christianity as formulated in some of the most important periods of the history of the church; the relation of these conceptions to the religion of the New Testament and to the religious thought of the present day.

Open, by permission, to seniors who have completed 204 or 206. Six hours. MISS SMITH.

303. SECOND YEAR HEBREW. (Not given in 1942–43.)

Open to students who have completed 203. Six hours. MISS SMITH.

305 (2). TRENDS IN CONTEMPORARY CHRISTIANITY.

Studies of contemporary conceptions of the Christian religion, as interpreted in the light of modern life and thought. Liberalism and the New Orthodoxy in Protestantism, the Catholic Movement, Scientific and Classical Humanism, and Social Christianity.

Prerequisite or corequisite, 204 or 206. Three hours. MR. LEHMANN.

306 (2). FURTHER STUDIES OF THE OLD TESTAMENT.

More detailed work on selected portions of the Old Testament.

Both content and emphasis (historical, literary, religious) are determined by the interests of the students.

Open to approved juniors and seniors who have taken or are taking a grade II course in the department. Required of those who major in the department. Three hours. MISS SMITH.

350. RESEARCH OR INDIVIDUAL STUDY.

On consultation with the department, qualified seniors or graduate students may arrange for directed study in advanced Hebrew, Biblical study, or history of Christian thought.

Two to six hours. The amount of work contemplated must be indicated at the time at which electives are due.

The attention of students is called to Sociology 205 as being of practical value to those especially interested in the work of this department.

DIRECTIONS FOR ELECTION

After finishing the required course a student desiring to major usually continues her work by 204 and 305 in her junior year. In either junior or senior year she may take any other grade II course and 306 which is required for majors; in the senior year 302 or, if 207 was not taken as a junior, 301. Students who choose 203 as juniors may continue Hebrew in 303 in the senior year. Philosophy 211 may count toward a major in Biblical History. A year of Greek or Hebrew is strongly recommended for students majoring in Biblical History.

GENERAL EXAMINATION

Students will be expected to show a knowledge of the Bible as a whole, especially as a record of religious thought and development, and to relate this knowledge to the material of other courses taken.

Such questions of minute detail concerning Biblical history, biography and literature as might be included in term examinations will not appear, but it is to be expected that the student will show as basic to her understanding of religious developments:

1. A broad knowledge of the outlines of the political history involved.
2. A grasp of the principles, procedure and results of historical and literary criticism.
3. Such a knowledge of the content of the Bible as will make it possible for her to illustrate concretely her general statements.

BOTANY

Professor: HOWARD EDWARD PULLING, PH.D. (Chairman)
Associate Professors: HELEN ISABEL DAVIS, B.A.
DIRECTOR OF BOTANIC GARDENS.
GRACE ELIZABETH HOWARD, PH.D.
ASSISTANT CURATOR OF HERBARIUM.
RUTH HUTCHINSON LINDSAY, PH.D.
HARRIET BALDWIN CREIGHTON, PH.D.
Assistant Professor: DELAPHINE GRACE ROSA WYCKOFF, PH.D.
Instructors: RHODA GARRISON, M.A.
ELIZABETH BINDLOSS JOHNSON,[5] PH.D.
Assistants: MYRA JEANNE DORSEY.
MARGARET ELLA YOUNG, B.S.
MARCIA KELMAN, B.S.
JACQUELINE MARIE WALDRON, B.A.
Secretary and Custodian: MARION FRANCES FINLAY, B.A.

101. GENERAL BOTANY.

An introduction to plant science designed to present the principles upon which all life depends, to show the importance of plants in our economic and social life, to discuss the origins and characteristics of the great groups of plants, and to afford students the opportunity to learn the principles and the practice of growing plants in the greenhouse and garden. Among the current problems considered are: development and maintenance of soil fertility, plant nutrition and its relation to human nutrition, importance of bacteria and other micro-organisms, improvement of plants through breeding, utilization of plant products in industry, forest and grassland conservation, and prevention of soil erosion.

Open to all undergraduates. Six periods a week, in general two of lecture and recitation and four of laboratory, greenhouse, or field, counting six hours.

MISS CREIGHTON, MISS HOWARD, MISS LINDSAY, MISS GARRISON, MRS. JOHNSON.

202 (1), (2). PLANT BIOLOGY.

The organization of plants and the effects of this organization on the relations of the individual with its environment. The discussion of these relations is based on the student's intellectual interests and experience, augmented by laboratory and greenhouse experiment, to aid her in learning to correlate knowledge and in securing a broad foundation for further study of biological principles and applications.

Open to students who have completed 101 or its equivalent and to juniors and seniors without prerequisite. Six periods a week, three of lecture and three of discussion and laboratory, counting three hours. MR. PULLING.

[5] Appointed for the second semester only.

203 (2). FIELD BOTANY.

A study of flower forms as a basis for the classification of native and cultivated plants, together with a consideration of indigenous plant associations of the Wellesley district. Primarily for those interested in nature study and gardening.

Open to students who have completed 101 or its equivalent and to juniors and seniors without prerequisite. Six periods a week, in general three of lecture and three of laboratory, greenhouse, or field, counting three hours. MRS. JOHNSON.

204 (1), (2). CULTIVATED PLANTS.

Garden plants—their identification and ornamental value, their culture requirements, methods of propagation, and the means of protecting them against pests and diseases. Lectures and supplementary reading summarize the scientific principles underlying these subjects; field trip and laboratory work in the gardens and greenhouses supply evidence of the way in which some of these principles work out in actual practice. A course intended to furnish a background for work in home gardens and also to stimulate an interest in the educational and social value of gardening.

Open to students who have completed 101 or its equivalent and to juniors and seniors without prerequisite. Six periods a week, in general two of lecture and four of discussion, laboratory, greenhouse, or field, counting three hours.

MISS DAVIS.

205 (2). BACTERIA IN RELATION TO DAILY LIFE.

A brief survey of the field of microbiology. The study of bacteria, yeasts, and molds, with special reference to soil fertility, industrial processes, food sanitation and preservation, general household sanitation, disease, immunity, and public health.

Prerequisite, one year of college science. Open to juniors and seniors without prerequisite. Five periods a week, three of lecture and two of demonstration laboratory including two field trips, counting three hours. MRS. WYCKOFF.

206 (1), (2). THE STRUCTURE OF PLANTS. (Not offered in 1942–43.)

A comparative study of the structure of ancient and present-day types of vascular plants from the standpoint of evolution. The origin and differentiation of the structural elements of the plant body and micro-chemical tests of the cell-wall membranes of young and of mature cells. Practice in preparing woody tissues for sectioning and in making permanent microscopical mounts.

Open to students who have completed 101 or its equivalent, and to juniors and seniors without prerequisite. Six periods a week, in general two of lecture and recitation and four of laboratory, counting three hours.

302 (1). COMPARATIVE MORPHOLOGY OF THE FERNS, GYMNOSPERMS, AND ANGIOSPERMS. (Not offered in 1942–43.)

The origin, development, and structure of vascular plants from the standpoint of evolution. The development of vegetative and reproductive organs; the homologies of sporogenous, reproductive, and embryological parts. Students will become acquainted with the technique of plant histology and embryology by preparing many of the permanent microscopical mounts used in the classroom. A course designed to give that broad grasp of the progressive development of plant life on the earth essential to the highest efficiency in teaching botany and to give equipment for independent research in the comparative morphology of plants.

Open to juniors and seniors who have completed six hours of grade II in Botany. Six periods a week, in general three of lecture and discussion and three of laboratory, counting three hours.

304 (2). PLANT PATHOLOGY.

A general course on the diseases of plants. The structure, pathological processes and effects of representative fungi on plants of either economic or ornamental value. A brief study of the methods used in cultivating fungi. Modern methods of combating plant diseases from the standpoint of the principles that underlie them.

Open to juniors and seniors who have completed six hours of grade II in Botany. Students who have had 101 or its equivalent may take this course and the prerequisite of grade II at the same time. Six periods a week, in general two of lecture and discussion and four of laboratory, greenhouse, or field, counting three hours. MISS HOWARD.

305 (2). ECOLOGY. (Not offered in 1942–43.)

A survey of its scope, aims, and methods. The natural vegetation of the United States in relation to environment and the uses and misuses by man; the principles of agriculture and forestry as consequences of man's effort to live harmoniously and constructively in his natural environment.

Open to juniors and seniors who have completed 101 or its equivalent, and a year of grade II in Botany, Zoölogy, or both. Six periods a week, two of lecture and discussion and four of laboratory, greenhouse, and field, counting three hours.

306. PHYSIOLOGY.

Laboratory study of the nature and behavior of living protoplasm, and the fundamental processes that determine the behavior of organisms. Laboratory and greenhouse experiments with many kinds of plants, showing how these principles, which form the foundation of our

understanding of growth and development, can be applied in further study and in controlling the behavior of individual plants and groups of plants.

Open to juniors and seniors who have completed six hours of grade II in Botany and who have completed or are taking a year of either Chemistry or Physics. Students who have completed 101 or its equivalent may take this course and the prerequisite of grade II at the same time. Six periods a week, two of lecture and four of discussion and laboratory, counting six hours.

MR. PULLING.

307. CYTOLOGY AND GENETICS.

A study of the structure and activities of living cells, the phenomena of cell division, the behavior of reproductive cells, especially in relation to heredity. Students gain experience in the techniques of preparing plant material for microscopic study by making some of the slides used in the course. Laboratory and greenhouse work in genetics, including problems of the inheritance of doubleness and other characters in *Petunia*. Discussion of the applications of knowledge of inheritance to the practical problems of plant improvement through breeding and selection.

Open to seniors, and, by permission, to juniors, who have completed six hours of grade II in Botany. Six periods a week, in general two of lecture and discussion and four of laboratory or greenhouse, counting six hours.

MISS CREIGHTON.

308. GENERAL BACTERIOLOGY.

A study of the structure and physiological processes of bacteria and other micro-organisms, and their responses to the environment. Consideration of their relations to soil fertility, industrial processes, water and milk supplies, food spoilage and preservation, sewage disposal, disease, immunity, and public health. Practice in laboratory methods to develop techniques that are essential for bacteriological work.

Open to students who have completed one year of Chemistry and either one year of Botany or Zoölogy, or a second year of Chemistry. Six periods a week, in general two of lecture and four of laboratory including three field trips, counting six hours.

MRS. WYCKOFF.

309 (1). LANDSCAPE GARDENING.

A study of ornamental plants with special emphasis upon their use in landscape gardening. The fundamental principles of design and the historical development of garden design are studied to furnish the background for an intelligent appreciation of present-day landscape architecture as a fine art. Laboratory practice in developing landscape plans for small estates.

Open to seniors who have completed six hours of grade II in Botany, including 203 or 204. By permission, 204 may be taken in conjunction with 309. Six periods a week, in general two of lecture and four of discussion and practice in drafting-room and field, counting three hours. MISS DAVIS.

310 (2). LANDSCAPE DESIGN.

Continuation of the study of the principles of design with landscape materials introduced in 309; a summary of the fundamentals of landscape construction; problems of city planning from the standpoint of æsthetic and recreational requirements. Trips for observation and study.

Prerequisite, 309. Six periods a week, in general two of lecture and four of discussion and laboratory, counting three hours. MISS DAVIS.

311 (1). NON-VASCULAR PLANTS.

Algæ, fungi, lichens, liverworts, and mosses: their structure, identification, and relationships. Field trips to seashore, a peat bog, and to near-by ponds, streams, and woodlands. Individual projects for which the student chooses the plant or plants to be used for laboratory and greenhouse experiments in growth and development.

Open to juniors and seniors who have completed 101 or its equivalent. Six periods a week, in general two of lecture and discussion, and four of laboratory, greenhouse, or field, counting three hours. MISS HOWARD.

312 (1). ADVANCED BACTERIOLOGY.

A systematic study of the more important groups of bacteria. Consideration of the relations of certain bacteria to their biological environments including their relationship to disease and the resistance of the host to bacterial invasion. Discussion of the applications of the knowledge of bacteriological principles to the problems of public health. Laboratory practice in the preparation and sterilization of materials that are used for isolating, cultivating, and identifying bacteria. Practice in the performance of serological techniques that are frequently used for bacterial identification.

Prerequisite, 308 or its equivalent. Six periods a week, in general two of lecture and four of laboratory, including one or two field trips, counting three hours. MRS. WYCKOFF.

320. THEORETICAL PHYSIOLOGY.

The content of this course depends upon the needs and interests of the students who elect it. The reading and discussions are concerned with the abstract and logical aspects of the subject; the methods by which research problems should be analyzed, the significance of ex-

plicit and implicit assumptions, the treatment of data, physiology as a field for deductive reasoning, etc.

Open to graduate students only. Six hours. MR. PULLING.

322. BOTANICAL SEMINARS.

The work in the seminars depends on the botanical background of each student and on her plan for further study. A field of botanical science is scrutinized from the standpoints of modern achievement, method of investigation, and the theories and reasoning involved in reaching the present-day conclusions: (*a*) Anatomy; (*b*) Bacteriology; (*c*) Comparative Morphology; (*d*) Cytology; (*e*) Ecology; (*f*) Genetics; (*g*) Geographical Distribution; (*h*) History of Botany; (*i*) Pathology; (*j*) Physiology; (*k*) Plant Materials; (*l*) Taxonomy.

Open to graduate students only. Three to six hours for a semester or six to twelve for a year. THE TEACHING STAFF.

350. RESEARCH OR INDIVIDUAL STUDY.

The study will be under the direction of an instructor in the field chosen. The nature of the work will depend upon whether the student is a senior or a graduate student, and upon the field of interest.

Open to graduate students and, by permission, to seniors. Two to six hours for a year, or three for a semester. The amount of work contemplated must be indicated at the time of handing in electives.

DIRECTIONS FOR ELECTION

The courses in Botany are intended to present to the general student a basis for understanding and interpreting the phenomena of the world of living things and, at the same time, to furnish a foundation for students who plan to follow professionally some phase of biological work.

The major in Botany is based on course 101 or on two of the following courses: 202, 203, 204, 206. The grade III courses, while still emphasizing fundamental biological principles, give more specific training in different phases of botanical science. A variety of sequences of courses is available. Any member of the department will be glad to talk with students concerning the department courses and supplementing courses that will most nearly fill their needs. Those students who are planning to continue their botanical work after graduation along lines of teaching, research, agricultural and experiment station work, in various kinds of technical laboratory work, landscape gardening, horticulture, or museum work, etc., will find it advisable to discuss their plans with the department as early as possible in their course.

For students interested in bacteriology, public health work, or medical laboratory work, 308 and 312 present the basic viewpoints and

techniques of bacteriology upon which may be added the more technical training obtainable in graduate or professional schools. Other courses, such as 304, 306, and 307, in this department, as well as courses in Chemistry and Zoölogy, supplement these offerings.

Course 350 is open for independent study or advanced work in any field in which the student has had a grade III course in the department.

Courses 308 and 312 may form a part of a Botany major that includes a year of grade III other than, or in addition to, 309–310 or 350.

The department offerings in Landscape Design, 309–310, may form a part of a Botany major that includes a year of grade III other than, or in addition to, 308 or 312.

Botany majors may, under certain conditions, obtain permission from the Chemistry department to take Chemistry 301 after having had Chemistry 101.

The department will accept a reading knowledge of any of the foreign languages prescribed by the College to fulfill its requirements, but of these it considers French, German, or Latin to be of special value.

General Examination

The general examination aims to test the student's knowledge of the fundamental principles and the basic facts of plant science and to determine her ability to correlate and utilize this information.

A sufficient number of questions will be given to provide a choice for every student, no matter what combination of courses she has elected in her major.

CHEMISTRY

Professors: Helen Somersby French, ph.d.
Mary Amerman Griggs, ph.d.
Ruth Johnstin,[3] ph.d.
Associate Professor: Helen Thayer Jones, ph.d. (Chairman)
Assistant Professor: Editha Underhill, m.s.
Instructors: Margaret Kingman Seikel, ph.d.
Margaret Elsie Snowden Appleyard, m.a. cantab.
Shirley Brander Tuck, m.a.
Assistants: Martha Miller Bieler, b.a.
Mary Alice Fobes, b.a.
Priscilla Carter, b.a.
Muriel Ethel Holden, b.a.
Secretary and Custodian: Emily May Hopkins, m.a.

101. Elementary Chemistry.

The fundamental laws and theories of Chemistry, in connection with the study of the non-metals and a brief survey of the metals.

Open to students who do not present Chemistry for admission. Three periods

[3] Absent on leave for the second semester.

of lecture and discussion and one three-period laboratory appointment a week, counting six hours. MISS JOHNSTIN, MISS JONES, MISS UNDERHILL.

103. GENERAL CHEMISTRY AND QUALITATIVE ANALYSIS.

In the first semester the preparatory work in Chemistry is used as a basis for acquiring a wider knowledge of general Chemistry and for the study of chemical theories. In the second semester a study is made of the principles which govern the reactions of electrolytes in solution, as illustrated by the chemistry of inorganic qualitative analysis.

Prerequisite, the admission requirement or its equivalent. Incoming freshmen may apply to the Dean of Freshmen, and other students to the chairman of the department, for an examination for exemption from the first semester of this course and admission to a year's work consisting of 201 and 202. Three periods of lecture and discussion with one three-period laboratory appointment a week for the first semester, and two periods of lecture with six periods of laboratory for the second semester, counting six hours. The second semester may be taken separately by those who have completed 101.

MISS GRIGGS, MISS JONES, MISS APPLEYARD, MISS TUCK, MISS FOBES, MISS CARTER, MISS HOLDEN.

201 (1). QUALITATIVE ANALYSIS.

A study of the principles which govern the reactions of electrolytes in solution, as illustrated by the chemistry of inorganic qualitative analysis.

Prerequisite, 101. Two periods of lecture and six periods of laboratory a week, counting three hours. MISS GRIGGS, MISS FOBES, MISS CARTER, MISS HOLDEN.

202 (1), (2). QUANTITATIVE ANALYSIS. First course.

A study of the fundamental methods of gravimetric and volumetric analysis with emphasis on the theory, laboratory technique and calculations of each method.

Prerequisite, 103 or 201. One period of lecture, one period of discussion, and six periods of laboratory a week, counting three hours.

MISS GRIGGS, MISS SEIKEL, MISS APPLEYARD, MISS TUCK.

207 (2). QUANTITATIVE ANALYSIS. Second course.

A continuation of 202 with emphasis on some of the newer methods of quantitative analysis and the use of special quantitative apparatus.

Prerequisite, 202. One period of lecture and six periods of laboratory a week, counting three hours. MISS GRIGGS, MISS TUCK.

301. ORGANIC CHEMISTRY.

A systematic study of both the aliphatic and aromatic series. The laboratory work introduces the student to the fundamental methods of preparation and purification of typical organic compounds.

Prerequisite, 103 or 201 or, by permission, 101. Three periods of lecture and discussion and one three-period laboratory appointment a week, counting six hours. MISS FRENCH, MISS SEIKEL, MISS TUCK, MISS BIELER.

302 (2). IDENTIFICATION OF ORGANIC COMPOUNDS.

A study of the systematic qualitative analysis of organic substances. Since each student identifies individual compounds and mixtures, independent work is encouraged. The course offers a good introduction to research methods and attitudes.

Open to juniors and seniors who have completed 202 and 301. Two periods of lecture and discussion, six to seven periods of laboratory a week, counting three hours. MISS SEIKEL.

303 (1). ADVANCED QUANTITATIVE ANALYSIS.

A study of more advanced methods of quantitative analysis. The laboratory work includes calibration of weights, use of new quantitative reagents, colorimetric determination of pH and electrometric titrations of various types, as well as individual problems.

Open to juniors and seniors who have completed 202 and 301. One period of lecture and discussion and six periods of laboratory a week, counting three hours. MISS SEIKEL.

304 (1). CHEMISTRY OF FOOD AND NUTRITION.

The composition of common food materials and their function in nutrition. Laboratory practice in standard methods of analysis of foods including grain products, carbohydrates, fats and oils, milk and milk products.

Open to juniors and seniors who have completed 202 and who have completed or are taking 301. Two periods of lecture and discussion and five periods of laboratory a week, counting three hours. MISS JOHNSTIN, MISS UNDERHILL.

305 (1). PHYSICAL CHEMISTRY.

This course traces historically, summarizes, and applies to practical problems, the laws of matter in its various states of aggregation (including colloidal), and also the laws governing solutions, chemical equilibrium, and reaction velocity.

Open to juniors and seniors who have completed 202 and have completed or are taking 301, a year of college Physics, and Mathematics 106 or 107. Three periods of lecture and discussion and one three-period laboratory appointment a week, counting three hours. MISS FRENCH, MISS APPLEYARD.

306 (2). THEORETICAL CHEMISTRY.

The modern theories of matter and energy, including especially atomic and molecular structure, and theories of valency. At least two

of the following fields of Chemistry: electrochemistry, thermochemistry, and photochemistry.

Open to juniors and seniors who have completed 305. Three periods of lecture and discussion a week, with approximately one three-period laboratory appointment each alternate week, counting three hours. (Beginning in 1943–44 there will be a three-hour laboratory period each week.) MISS FRENCH.

307 (2). ADVANCED INORGANIC CHEMISTRY.

A comprehensive survey of the different classes of inorganic substances and the modern theoretical interpretation of their interactions.

Open to juniors and seniors who have completed 202 and who have completed or are taking 301. Three periods of lecture and discussion a week, counting three hours. MISS JONES.

309 (2). BIOCHEMISTRY.

The chemistry of the more important organs and tissues of the body and the chemical changes involved in the digestion, assimilation and elimination of food constituents. The laboratory work includes a study of the methods of analysis generally employed in hospital practice.

Open to juniors and seniors who have completed 202 and 301 and who have completed or are taking Zoölogy 101 or 308. Two periods of lecture and discussion and five periods of laboratory a week, counting three hours.

MISS UNDERHILL.

310 (1). QUANTITATIVE ORGANIC MICROANALYSIS.

Methods of elementary microcombustions, as well as micromethods for the quantitative determination of certain groups in organic molecules.

Open to seniors who have completed 202 and 301. One period of lecture and discussion, six to seven periods of laboratory a week, counting three hours.

MISS FRENCH, MISS FOBES.

320. SEMINAR.

Reports on recent developments in Chemistry.

Open to graduate students. This course usually meets every other week for two hours in the evening, counting two hours. THE TEACHING STAFF.

350. RESEARCH OR INDIVIDUAL STUDY.

An individual problem under the direction of the instructor in the field chosen. Laboratory work and reading.

Open to graduate students and, by permission, to undergraduates who have completed at least nine hours in the department. Three hours for a semester or six hours for a year.

DIRECTIONS FOR ELECTION

Members of the department will be glad to advise students concerning courses (in Chemistry and in related departments) which would best prepare for teaching, for positions in analytical and research and industrial laboratories, for work as hospital laboratory technicians, for public health work, for nursing, or for graduate study.

For any major in Chemistry one of the following sequences of courses is essential: 101, 201, 202, and 301; or 103, 202, and 301. Any other courses in the department may be added to these to complete the twenty-four-hour major.

It is advisable that all students majoring in Chemistry should complete one year of college Physics and one year of college Mathematics, and acquire a reading knowledge of French and German before the senior year. They will be required to pass a reading knowledge examination in German, or French.

Pre-medical students are referred to the requirements as given on page 37.

For Hospital and Public Health work, students are advised to elect 101 and 201, or 103, 202, 301, 304 and 309.

Seniors electing Chemistry 304 and 309 may, upon the recommendation of this department, obtain special permission from the Zoölogy department to take Physiology (Zoölogy 308) without prerequisite.

Students intending to use their Chemistry after graduation will be recommended by the department only if they have completed at least eighteen hours of Chemistry.

GENERAL EXAMINATION

The aim of the general examination in Chemistry will be to test the student's knowledge of the fundamental principles and important facts of Chemistry, and her ability to correlate and apply this material.

CLASSICAL ARCHAEOLOGY

The departments of Art, Greek, and Latin offer a program of study constituting a major in Archaeology. The purpose of this major is to correlate the courses in ancient art with those in Greek and Latin language and literature, in order to provide opportunity for a more comprehensive study and understanding of ancient civilization than is available within any one of the separate departments. This major will also serve as a basic preparation for those students contemplating graduate and field work in archaeology.

The work for concentration should normally include forty-eight hours divided as follows: eighteen hours in Art; either eighteen hours in Greek

and six hours in Latin or eighteen hours in Latin and six in Greek; six hours in Ancient History (203 or 204). From the courses elected in Art, Greek, and Latin, thirty hours will be chosen to form the major. The choice will be made by the student in consultation with the chairman in charge of the work in archaeology.

All courses in the Greek and Latin departments may be counted in the field for concentration, except Greek 203, 204, 207, and Latin 104, 105. In the Art department the following courses may be counted: 101, 209, 314, 318, 320. In addition to these, 350 work may be taken in any one of the three departments concerned. The complete program should include six hours of grade III work in Art and six hours of grade III work in either Greek or Latin.

Some knowledge of geology is useful for field archaeology; chemistry is valuable both for field and museum work.

A reading knowledge of French, German, or Italian is required for this major.

The work of the Archaeology major will be supervised by a joint committee composed of representatives from the three departments concerned. Students should have their program approved by the chairman of this committee who will be Associate Professor Dorothy M. Robathan for the year 1942–43.

The general examination will cover the thirty hours of work included in the major. It will be given in two parts, one on art, the other on language and literature.

ECONOMICS

Professor: Elizabeth Donnan, B.A.
Associate Professors: Lawrence Smith, M.A. (Chairman)
Lucy Winsor Killough, PH.D.
Instructor: Gertrud Berta Greig, M.A.

Lecturer: Elisabeth Armour Curtiss, M.A.

101. Economic Principles and Problems.

A course which contributes to the understanding of contemporary life through a study of the economic order on which our present social and political system is built. The growth of machine technique, corporate organization, and mass production, with the machinery of money, banking, and international trade. Analysis of the working of the existing price system. The causes and results of present inequalities in the distribution of wealth; living standards as related to income; trade unions, unemployment, social legislation, government regulation of business, taxation.

Open to sophomores, juniors, and seniors, and to freshmen by permission of the Dean of Freshmen. One section for freshmen will be arranged. Six hours.

MISS DONNAN, MR. SMITH, MRS. KILLOUGH, MISS CURTISS, MISS GREIG.

204 (2). ECONOMIC HISTORY OF THE UNITED STATES.

Our national development in its economic and social aspects, with special emphasis upon the struggle between agrarian and business interests, the growth of business combinations, and the development of government control of business.

Open to sophomores, juniors, and seniors who have completed or are taking 101. Three hours. MISS DONNAN.

209 (1). ECONOMIC HISTORY OF ENGLAND.

A comparison of economic and social life in England before and after the Industrial Revolution. Such topics as capitalism in the seventeenth and early eighteenth centuries; the struggle between landed interests and rising manufacturers over factory acts and corn laws, the vicissitudes of poor law legislation, and the increase in the concern of the government for the welfare of the individual, from the end of the eighteenth century through the nineteenth.

Open to sophomores, juniors, and seniors who have completed or are taking 101. Three hours. MISS DONNAN.

210. FINANCIAL ORGANIZATION OF SOCIETY.

Money, credit, general price levels, and business cycles. Emphasis on monetary standards and current monetary changes and problems. The work of commercial banks and the functioning of the Federal Reserve system. Business cycles are dealt with historically and theoretically, and recovery programs are analyzed.

Prerequisite, 101. Six hours. MR. SMITH.

211 (1). INTRODUCTION TO SOCIAL AND ECONOMIC STATISTICS.

Statistical methods as used in the social sciences. Detailed examination of the technique of a statistical investigation, with emphasis on methods of classification and presentation. Frequency distributions and simple correlation.

Prerequisite, 101. Three periods of lecture and recitation and two hours of laboratory a week, counting three hours. MRS. KILLOUGH.

301 (2). THEORIES OF SOCIAL RECONSTRUCTION.

Outstanding economic problems facing contemporary industrial society, especially as seen in the United States; the solutions proposed

by socialism, communism, fascism, and controlled democratic capitalism; the relation of these theories to existing social policies.

Open to juniors and seniors who have completed 101 and one of the following: 308, 317, Sociology 316, Political Science 318. Three hours. MISS GREIG.

304 (2). STANDARDS OF LIVING AND THEIR MAINTENANCE. (Not offered in 1942–43.)

For description and prerequisites, see Sociology 304.

305 (2). PUBLIC REGULATION OF BUSINESS.

The history of regulation of railroads, public utilities, and industrial trusts in the United States. New developments of theory and practice in the relations of government and business, and resulting problems of regulation, control, and operation.

Open to juniors and seniors who have completed 101 and have completed or are taking one of the following: 204, 209, 210, Sociology 201, 203, Political Science 201, 304. Three hours. MISS CURTISS.

306 (1). CORPORATIONS AND COMBINATIONS.

Corporate structure and operation. The market for corporate securities, including investment banking, other investment institutions, the stock exchange, government regulation of security issues and exchanges. Problems arising from the development of great corporations, through both concentration and combinations.

Open to students who have completed 101 and have completed or are taking one of the following: 204, 210, Political Science 201, 304. Three hours. MR. SMITH.

308 (1). MODERN LABOR RELATIONS.

The past and present relations of workers to property owners and the state, with special reference to American conditions. Trade unionism and other working-class movements. The legal position of labor in view of the policies of employers and the government. The present struggle over labor in American industries and the present position of labor organizations.

Open to seniors, and by permission to juniors, who have completed 101 and have completed or are taking one of the following: 204, 209, 210, Sociology 203, Political Science 201, 304. Three hours. MISS GREIG.

310 (1). PUBLIC FINANCE.

The principles and the practical problems of government expenditures and revenues. The growth and social justification of public expenditures. The theory and incidence of taxation and the chief taxes

levied by the cities, states, and federal government. Public debts and public fiscal administration.

Open to juniors and seniors who have completed 101 and have completed or are taking one of the following: 204, 209, 210, Sociology 201, 203, Political Science 201, 304. Three hours. MRS. KILLOUGH.

312 (2). ECONOMIC STATISTICS.

Economic statistics, with emphasis on the analysis of time series. Probability theory and multiple and partial correlation. Consideration of the place of the quantitative method in economics.

Open to juniors and seniors who have completed 211, or by permission to students who have completed Mathematics 204 or 205, and have completed or are taking any other course of grade II in the department. Three periods of lecture and recitation and three hours of laboratory a week, counting three hours.

MRS. KILLOUGH.

313 (2). SEMINAR. SELECTED TOPICS IN ECONOMIC MOVEMENTS AND THEORIES.

Each year a different field of research is selected. In 1942–43 subjects will relate to economic aspects of war.

Open to seniors and graduate students, approved by the chairman of the department, who have taken eighteen hours in Economics. Three hours.

MRS. KILLOUGH AND OTHER MEMBERS OF THE TEACHING STAFF.

314 (2). INTERNATIONAL ECONOMIC RELATIONS.

The economic position of the United States in relation to other countries. Theories of international trade and capital movements; national resources and trade; government control over commerce, especially tariffs and raw material control. Various aspects of economic nationalism.

Open to juniors and seniors who have completed 101 and have completed or are taking one of the following: 204, 209, 210, Geography 208, 304, History 307, 308, Political Science 208, 301, Sociology 306. Three hours. MR. SMITH.

317 (1). HISTORY OF ECONOMIC THOUGHT. (Not given in 1942–43.)

The development of economic thought with special emphasis on the relation between economic conditions and economic thinking in the nineteenth century. After a brief review of Greek, Roman, and mediæval thought and some attention to the doctrines of the mercantilists and the physiocrats, the work of Adam Smith, Ricardo, Malthus, J. S. Mill, and the Austrians is examined with more detail, with some consideration of the writings of nineteenth-century American economists.

Open to seniors who have completed 101 and six additional hours in the department. Three hours. MISS DONNAN.

318 (2). MODERN ECONOMIC THOUGHT.

A study of recent economic doctrine with special emphasis on those aspects which diverge from nineteenth-century theory, and some attention to the relation of economic science to other social sciences.

Open to seniors who have completed 101 and six additional hours in the department. Three hours. MISS DONNAN.

320 (1). POPULATION PROBLEMS.

For description and prerequisites, see Sociology 320.

321 (1). THE ECONOMICS OF CONSUMPTION.

The rôle of the consumer in the economic order; factors shaping consumer choices, problems faced by the consumer as buyer, the marketing system, advertising, consumer credit, aid to and regulation of consumption by government and private agencies, measurement of consumption and analysis of standards of living.

Open to juniors and seniors who have taken 101 and have completed or are taking one of the following: 204, 209, 210, or any grade II course in Sociology. Three hours. MISS CURTISS.

350. RESEARCH OR INDIVIDUAL STUDY.

To a limited number of advanced students wishing to do individual work outside of regular courses the department is prepared to offer a course of directed reading, to be tested by examination or final paper.

Students desiring to register for such a course must secure the approval of the chairman of the department in advance of the time at which electives are due. Three hours for a semester or six hours for a year.

DIRECTIONS FOR ELECTION

Students majoring in this department are requested to take their language examination in French or German. Exceptions require the consent of the department.

The attention of students who are interested in the teaching of Economics is called to Education 308, The Teaching of Social Studies in the Secondary School.

GENERAL EXAMINATION

The aim of the general examination set by the Department of Economics will be to present for analysis new problems, calling for an application of the principles and the body of factual material acquired by the student in those courses which have constituted her major in

the department. In the same way that the examination at the end of each course attempts to test the student's power to reorganize and to correlate the material of the course and to bring it to bear upon a new situation, so the general examination will attempt to test that power with the larger body of material at the student's command as a result of all her work in the department.

EDUCATION

Professor: MARY LOWELL COOLIDGE, PH.D.
PROFESSOR OF PHILOSOPHY

Associate Professors: JOHN PILLEY, M.A. OXON. (Chairman)
DOROTHY WARNER DENNIS, B.A., DIPL.E.U.
ASSOCIATE PROFESSOR OF FRENCH

Executive Secretary: ALICE BURT NICHOLS, B.A., ED.M.

Instructors: ISABELLA MCLAUGHLIN STEPHENS, M.A.
CHRISTINE MADELEINE GIBSON,[6] M.A.

Lecturer: LAURA HOOPER, PH.D.
DIRECTOR OF THE ANNE L. PAGE MEMORIAL SCHOOL

The Department of Education offers both undergraduate and graduate courses. Eighteen hours of work may be counted toward the B.A. degree. A more detailed statement of the requirements for the degree of Master of Arts in Education may be found in the *Graduate Circular*.

200. PRINCIPLES OF EDUCATION.

A study of the educative process. Human development as contrasted with organic growth. What it means to be educated. Education as training and as purposive activity. The teacher's work. The school and society. Visits to neighboring schools.

Open to juniors and seniors, and to sophomores who have had or are taking a course in Psychology. Six hours. MR. PILLEY, MRS. STEPHENS.

206 (1). SECONDARY EDUCATION.

The rôle of secondary schools of various kinds within the educational system. Their aims, government, and organization in relation to their social, political, and economic backgrounds. The course is intended to prepare students for the method courses offered in the second semester.

Prerequisite, 200. Three hours. MRS. STEPHENS.

212 (1). RELIGIOUS EDUCATION.

For description and prerequisites, see Biblical History 212.

[6] Appointed for the second semester only.

303 (2). THE TEACHING OF FRENCH IN THE SECONDARY SCHOOL.

The principles underlying the teaching of French, with special reference to the learning capacities of secondary school pupils. The integration of modern foreign languages with other studies in the curriculum. The equipment of the teacher and her department. The organization of courses in French, including the choice and use of texts and other materials. Observation of French classes in neighboring schools.

Open to seniors who have taken Education 200 and 206 and who are taking French 301, 302, 305, 306, or 307; or by permission. This course may be counted toward a major in French. Three hours. MISS DENNIS.

304 (1). HISTORY OF EDUCATIONAL IDEAS AND INSTITUTIONS: WESTERN EUROPE. (Not given in 1942–43.)

A study of the outstanding contributions to educational theory of writers from Plato's time to the beginning of the nineteenth century, and of the political, economic, and social conditions that influenced the development of educational institutions during that period.

Open to juniors and seniors who have had a course in Education and, by permission, to others who have had a grade II course in a department of group II. Three hours. MISS COOLIDGE.

305. THE EDUCATION OF THE YOUNG CHILD.

The study of the young child at successive stages of growth: physical, social, and mental. A survey of fundamental theories and of actual procedures in the education of children at the nursery school, kindergarten, and primary school levels. Critical examination of techniques of child study, and their interpretation. Emphasis on recent findings and current problems. Opportunities for observation and special study at the Page Memorial School.

Open to seniors who have taken Education 200 and to graduates. Six hours. MISS HOOPER.

306 (2). HISTORY OF EDUCATIONAL IDEAS AND INSTITUTIONS: THE UNITED STATES. (Not offered in 1942–43.)

The development of educational ideas and institutions in America from the colonial period to the present day, comparing this with simultaneous developments in Europe. The contributions made to educational thought, and to changes in schools by outstanding men and women of the post-revolutionary period. The development of educational ideas and institutions accompanying rapid industrial development. The divergencies in educational ideals and policies of today. This course may be elected as a continuation of course 304 or separately.

Open to juniors and seniors who have had a course in Education and, by permission, to others who have had a grade II course in a department in group II. Three hours. MISS COOLIDGE.

307 (2). THE TEACHING OF ENGLISH IN THE SECONDARY SCHOOL.

A study of the rôle of language in thought and communication. Recent trends in English teaching and modern methods of encouraging secondary school pupils in the arts of reading and writing. A study of the contribution that literature can make to the personal development of young people. Visits to schools, libraries, etc.

Open to seniors whose college course includes at least eighteen hours in the departments of English Composition and/or English Literature, and who have taken Education 200 and 206. Three hours. MISS GIBSON.

308 (2). THE TEACHING OF SOCIAL STUDIES IN THE SECONDARY SCHOOL.

Methods of encouraging high school students in an understanding of the society in which they are living and of its historical development. The relations between the kinds of knowledge developed in the separate social studies and the methods whereby a preliminary understanding of these relations may be encouraged in high school students. The particular problems that arise in teaching the social study in which students have specialized. Visits to neighboring schools.

Open to seniors majoring in History, Economics, Political Science, Sociology, or Geography, who have taken Education 200 and 206. Three hours.

MRS. STEPHENS.

310. SEMINAR.

Subject determined by the preparation and interests of the individual student.

Open to graduates and seniors approved by the department. Six hours.

MR. PILLEY.

350. RESEARCH OR INDIVIDUAL STUDY.

Subject determined by the preparation and interests of the individual student. The work will be under direction of one or more members of the department.

Students wishing to study methods of teaching special subjects in which the department does not offer courses are advised to consult the chairman of the department as to possibilities of their making such study under this heading.

Open, by permission, to graduates and seniors. Two to six hours.

DIRECTIONS FOR ELECTION

Students who intend to teach should (in their sophomore year if possible) consult a member of the department concerning city and state

requirements for the certificate to teach. In a majority of states these requirements include from fifteen to eighteen hours in Education; a few states require twenty-four hours. Plans should be made in the sophomore year for completion of the necessary courses in Education in the junior and senior years.

A student wishing special preparation for teaching may plan a five-year integrated course leading to a Bachelor of Arts degree at the end of the fourth year and a Master of Arts in Education at the end of the fifth.

Such programs as those indicated below may be arranged for the fifth year:

I. Primarily for secondary school teachers.
   12 hours in any of the following: 206, 303, 304, 306, 307, 308, 310, a course in Psychology chosen in consultation with the department;
   12 hours in one department other than Education.

II. Primarily for teachers of young children.
   305, 310, and 12 hours in one or more departments other than Education, to be arranged in conference with the department.

ANNE L. PAGE MEMORIAL SCHOOL

Director: LAURA HOOPER, PH.D.

The Anne L. Page Memorial on the college campus is a school for children from two to eight. The school is one of the pioneers in what an early announcement called "a type of progressive education based on the growth of the child and respect for his personality." It continues in that tradition. Students from various departments of the College are welcomed as observers.

Established for the children of Wellesley, the Anne L. Page Memorial became a demonstration school for college students as soon as it was located on its present site in 1913. In 1927 the Nursery School for children from two to four was founded by the Department of Education. In 1940 the two schools were combined by extending the scope of the Anne L. Page Memorial to include the younger children.

ENGLISH

Professors: MARTHA HALE SHACKFORD, PH.D.
AGNES FRANCES PERKINS, M.A., M.S.
LAURA HIBBARD LOOMIS, PH.D.
ELIZABETH WHEELER MANWARING, PH.D. (Chairman of English Composition)
HELEN SARD HUGHES, PH.D.
BERTHA MONICA STEARNS, M.A.
EDITH CHRISTINA JOHNSON, PH.D.
KATHARINE CANBY BALDERSTON, PH.D. (Chairman of English Literature)
ELLA KEATS WHITING, PH.D.

Associate Professors: GRACE ETHEL HAWK, B.LITT. OXON.
EMMA MARSHALL DENKINGER, PH.D.
WALTER EDWARDS HOUGHTON, PH.D.

Assistant Professors: CHARLES WILLIAM KERBY-MILLER, PH.D.
M. ELEANOR PRENTISS, M.A.
RUTH CARPENTER CHILD, PH.D.
MARIE LOUISE EDEL, PH.D.

Instructors: EVELYN KENDRICK WELLS, M.A.
ELIZABETH ROGERS PAYNE, PH.D.
MARY RUTH MICHAEL, PH.D.
LOUISE TURNER FOREST, M.A.
RALPH MEHLIN WILLIAMS, PH.D.
KATHERINE LEVER, M.A.
SYLVIA LEAH BERKMAN, PH.D.

Lecturers: AMY KELLY, M.A.
WILMA ANDERSON KERBY-MILLER, PH.D.

For purposes of election, English Literature and English Composition are regarded as two departments. A choice of three majors is offered to students interested in working in the field of English.

I. A major in English Language and Literature.
II. A major in English Composition.
III. A joint major in Literature and Composition.

I. ENGLISH LANGUAGE AND LITERATURE

101. ENGLISH LITERATURE OF THE RENAISSANCE—AN INTRODUCTION.

Representative forms of poetry: the sonnet, the short lyric, the romantic epic in Spenser's *Faerie Queene*. The prose of Sidney and others. Types of drama, in the plays of Shakespeare and his contemporaries.

Open to freshmen, sophomores, and juniors. Six hours.

MR. HOUGHTON, MISS WELLS, MISS EDEL, MISS BERKMAN.

103. THE BRITISH BALLAD.

The traditional ballad in its British and American forms; its preservation of folklore and legend, the types of civilization which have

perpetuated it, its tunes, its inspiration for modern poets. Ballad collectors: Bishop Percy, Sir Walter Scott, Francis J. Child, Cecil Sharp.
No prerequisite. Two hours. MISS WELLS.

104. SURVEY OF ENGLISH LITERATURE.

The analysis, through lectures, reading, and discussion, of representative English authors and works, chosen primarily to illustrate: the permanent spirit and developing characteristics of a people; the moods of successive periods; shifts and varied emphases in taste and ideas. An attempt is made to avoid selections widely read in preparatory schools. (Primarily for non-majors.)
Open to sophomores, juniors, and seniors. Six hours.
MISS STEARNS, MISS HAWK, MISS EDEL.

209. VERSIFICATION.

Such study of the principles of English versification as may give to the student of literature a keener appreciation of poetic expression; for those interested in writing verse, opportunity for experiment and criticism.
Open to students, except freshmen, who have completed or are taking one full course in English Literature, and to those majoring in English Composition. Two hours. MISS MANWARING.

210. MODERN POETRY.

Certain of the chief English poets and the most striking developments in English poetry since 1900. The course may not count toward a major in English Literature.
Open to juniors and seniors without prerequisite. Two hours.
MISS MANWARING.

212. MODERN ENGLISH DRAMA.

First semester: The history of the drama from 1860 to 1914, with study of the influence of Ibsen and other continental dramatists. Second semester: the post-war contemporary theatre, with study of its relationship to the Elizabethan and Restoration drama, as well as to the contemporary continental drama. This course may not count toward a major in English Literature.
Open to juniors and seniors without prerequisite. Four hours.
MISS DENKINGER.

213 (2). THE EPIC AS A CONTINUING TYPE IN GREEK, LATIN, AND ENGLISH LITERATURE.

A study of the epic type as represented by Homer's *Iliad* and *Odyssey*,

Vergil's *Aeneid*, and Milton's *Paradise Lost*. The Greek and Latin epics will be read in English translation.

Open to students who have completed a grade I course in any literature, or to juniors and seniors without prerequisite except students who have taken or are taking Greek 203, Latin 105, or English Literature 217. (A beginning course in a foreign language will not serve as a prerequisite.) Three hours.

MISS HAWK, MISS MCCARTHY, MISS TAYLOR.

214 (1). ARTHURIAN ROMANCE. (Not offered in 1942–43.)

Malory's *Morte d'Arthur* as a masterpiece of mediæval prose fiction. The development of feudalized Arthurian tradition from the twelfth century to the fifteenth; the relation of certain famous legends such as that of Tristan and Isolt to pagan Irish romance. As time permits, modern Arthurian poems.

Open to sophomores who have taken 101 and to juniors and seniors without prerequisite. Three hours. MRS. LOOMIS.

216 (1). SEVENTEENTH CENTURY POETRY AND PROSE EXCLUSIVE OF MILTON. (Not offered in 1942–43.)

The stress and conflict of an age of transition, presented through the innovations of Donne and Jonson in poetry, and of Bacon, Browne, Burton, Walton, and Hobbes in prose. Briefer study of the Cavalier and religious poets.

Open to sophomores who have taken 101 and to juniors and seniors without prerequisite. Three hours. MISS HAWK.

217 (1), (2). MILTON.

A critical study of Milton as a master of lyric, epic, and dramatic poetry, and as a writer of notable prose. The character and genius of the poet, as influenced by the political and religious conflict of the time.

Open to sophomores who have taken 101 and to juniors and seniors without prerequisite. Three hours. MISS HAWK.

218 (1). THE ENGLISH NOVEL: THE RISE OF THE TYPE.

The growth of the English novel from the Elizabethans to Scott with emphasis on the eighteenth century. Consideration of the thought and technique of the greater novelists: Defoe, Richardson, Fielding, Smollett, and Sterne; and of certain minor writers who express the rising romanticism of the period and the doctrines of the French Revolution.

Open to sophomores who have taken 101 and to juniors and seniors without prerequisite. Three hours. MISS HUGHES.

219 (2). THE ENGLISH NOVEL IN THE NINETEENTH CENTURY.

A study of the major novelists: Scott and Jane Austen, Dickens and

Thackeray, Hardy and Meredith; and of the representative works of lesser writers who exemplify the development of realism and romanticism in the fiction of the century, and the shifting currents of intellectual inquiry and social reform.

Open to sophomores who have completed 101, and to juniors and seniors without prerequisite. Three hours. MISS HUGHES.

220 (1). CHAUCER.

A study of Chaucer's poetry, tracing the development of his art and showing the relation of his work to the social and literary background of his time.

Open to sophomores who have taken 101 and to juniors and seniors without prerequisite. Three hours. MISS WHITING.

221 (1). HISTORY OF ENGLISH DRAMA TO 1642.

The mediæval, early Tudor, Elizabethan, and Jacobean periods.

Open to sophomores who have taken 101, and to juniors and seniors without prerequisite. Three hours. MISS EDEL.

222 (2). HISTORY OF ENGLISH DRAMA, 1660–1870.

The heroic play, Restoration comedy, eighteenth-century drama, early Victorian drama to the reappearance of realism in Tom Robertson.

Open to sophomores who have taken 101, and to juniors and seniors without prerequisite. Three hours. MISS EDEL.

223 (1). AMERICAN LITERATURE, 1620–1820.

A study of the beginnings of American literature and the social conditions out of which it grew, followed by a consideration of early American biography, drama, and novel. Attention will be given to some later American writing based on events occurring in this period.

Open to sophomores who have taken 101 and to juniors and seniors without prerequisite. Three hours. MISS STEARNS.

224 (2). AMERICAN LITERATURE, 1820–1900.

Leading nineteenth-century American writers from Poe to Mark Twain, considered in relation to contemporary English and American life and thought. Special emphasis upon the works of Poe, Hawthorne, Thoreau, Emerson, and Whitman.

Open to sophomores who have taken 101 and to juniors and seniors without prerequisite. Three hours. MISS STEARNS.

306. ENGLISH PROSE OF THE NINETEENTH CENTURY (EXCLUSIVE OF THE NOVEL).

Readings in Southey, Coleridge, Hazlitt, and Lamb; Macaulay, Huxley, Mill, Carlyle, Newman, Ruskin, and Arnold; Butler, Pater, Morris, and Wilde. The course will consider each writer in relation to his intellectual environment; his ideas on politics, religion, science, education, æsthetics; his style.

Open to juniors and seniors who have either (1) completed a course of grade I, and have completed or are taking six hours of work of grade II in the department, or (2) completed six hours of grade II in the department.* Six hours.*

MR. HOUGHTON.

307. ENGLISH POETRY OF THE NINETEENTH CENTURY.

The work of the great Georgian and Victorian poets in their relation to one another and to contemporary thought. Extended study of Wordsworth and Coleridge; Shelley and Keats; Tennyson and Browning; with briefer readings from Byron, Scott, Landor, Clough, Arnold, Rossetti, Morris, Swinburne, and Meredith.

Open to juniors and seniors who have either (1) completed a course of grade I, and have completed or are taking six hours of work of grade II in the department, or (2) completed six hours of grade II in the department.* Six hours.*

MISS SHACKFORD.

309. SHAKESPEARE.

Shakespeare's development as dramatist and poet, studied through twenty plays. Some consideration of his debt to his contemporaries, his use of stage conventions, his theatre, representative source studies, Shakespearian criticism, theories of tragedy.

Open to juniors and seniors who have either (1) completed a course of grade I, and have completed or are taking six hours of work of grade II in the department, or (2) completed six hours of grade II in the department.* Six hours.*

MISS BALDERSTON.

310. EIGHTEENTH CENTURY LITERATURE (EXCLUSIVE OF THE NOVEL AND THE DRAMA).

The satirists of the Augustan period—Pope, Swift, Gay; the rise of journalism—Defoe, Addison, and Steele; the early Romantic poets—Thomson, Gray, Collins; Dr. Johnson, Boswell, and Goldsmith.

Open to juniors and seniors who have either (1) completed a course of grade I, and have completed or are taking six hours of work of grade II in the department, or (2) completed six hours of grade II in the department.* Six hours.*

MISS BALDERSTON.

* Courses 210, 212, 213, not in the English Literature major, do not serve as prerequisites for grade III.

312. HISTORY OF THE ENGLISH LANGUAGE.

A study of the history of the English language from its beginning to the present day, with emphasis upon growth and structure and upon the relation of the language to the history and the literary expression of English speaking people.

Open to juniors and seniors who have completed or are taking a full year course or two semester courses of grade II either in English Composition or in English Literature; and, in addition, to students who are concentrating in foreign languages. Six hours. MRS. KERBY-MILLER.

320. SEMINAR. STUDIES IN EIGHTEENTH CENTURY LITERATURE. (Not offered in 1942–43.)

Topic for 1941–42: social reform and literary criticism. Contrasting ideas of neo-classicists and early romanticists studied in certain works of Fielding, Pope, Dr. Johnson, the Wartons, in the paintings of Hogarth, the letters of Horace Walpole, and the novels of William Godwin and Mrs. Inchbald.

Open to seniors who have completed twelve hours of work in the department, and to graduate students. Six hours. MISS HUGHES.

321. SEMINAR. STUDIES IN NINETEENTH CENTURY LITERATURE. (Not offered in 1942–43.)

Open to seniors who have completed twelve hours of work in the department, and to graduate students. Six hours.

324. STUDIES IN AMERICAN LITERATURE. (Not offered in 1942–43.)

Representative American writers, with detailed study of their social background and literary achievement.

Open to seniors who have completed twelve hours of work in the department, and to graduate students. Six hours. MISS STEARNS.

326. SEMINAR. ENGLISH MEDIÆVAL LITERATURE.

Social types and problems as represented in English epic and romance, allegory, lyric, and satire. Special study of Chaucer and his contemporaries.

Open to seniors who have completed twelve hours of work in the department, and to graduate students. Six hours. MRS. LOOMIS.

328 (1). BIBLIOGRAPHY.

A course designed to acquaint the graduate student with the chief information and procedure requisite for the discovery and use of her material: examination of original texts, study of editions, use of general works of reference, technical periodicals, and special studies in different fields of English literature.

Not open to undergraduates. Required of graduate students in the department. One hour. MISS MANWARING.

329. SEMINAR. SEVENTEENTH CENTURY STUDIES.

Extensive reading in the prose of Burton, Bacon, Donne, Taylor, Fuller, Baxter, Browne, and Sprat; and the poetry of Donne, Herbert, Vaughan, Crashaw, Jonson, Marvell, and Cowley.

Open to seniors who have completed twelve hours of work in the department, and to graduate students. Six hours. MR. HOUGHTON.

350. RESEARCH OR INDIVIDUAL STUDY.

On consultation with the department, qualified seniors or graduate students may arrange for directed study in a field in which they have already worked.

Permission to register for this must be obtained before electives are handed in. Two to six hours. The amount of work contemplated must be indicated at the time of handing in the electives.

II. ENGLISH COMPOSITION

101.† REQUIRED FRESHMAN COMPOSITION.

First semester: exposition. Emphasis on structure and on use of source materials. Weekly themes or their equivalent. Second semester: critical and interpretative writing; description; simple narration. Fortnightly themes or their equivalent.

Required of freshmen. Six hours.

MISS JOHNSON, MISS DENKINGER, MR. KERBY-MILLER, MISS PRENTISS, MISS KELLY, MISS CHILD, MRS. PAYNE, MISS MICHAEL, MRS. FOREST, MR. WILLIAMS, MISS LEVER.

102 (1). CONTINUATION COURSE IN COMPOSITION.

A practical course in various types of expository writing designed to give training in thinking, and in the organization and effective presentation of ideas.

Required of students who have made D grade in the second semester of 101. (In case the number of students incurring this requirement falls below the minimum for a class, the work will be individually conducted on a tutorial plan.) Three hours. MISS CHILD.

201 (1). THE ESSAY.

A study of the development of the technique of the English essay through the letter, the character, and other literary forms. Varied

† If a student submits papers notably deficient in English as part of her work in any department, she may incur a condition in English Composition, whether or not she has completed the requirement in English Composition.

reading in contemporary essays and frequent practice in writing different types of essays, with class discussion of principles and craftsmanship.

Open to students who have completed the requirement in English Composition. Not open to students majoring in Composition who have completed three semesters of grade II work or who are taking another writing course. Three hours.*

MISS JOHNSON, MISS KELLY.

203 (1). STUDIES IN JOURNALISTIC WRITING.

A critical study of selected types of journalistic writing: news story, editorial, special article, book review, dramatic review, as exemplified in typical American and English newspapers and weekly periodicals. Constant practice in writing.

Prerequisite, same as for 201. Three hours.

MISS PERKINS, MR. KERBY-MILLER.

204 (2). STUDIES IN CONTEMPORARY WRITING.

A study of the elements of style, the essay or dialogue, the critical review, the biography, and the sketch. Fortnightly themes or their equivalent.

Prerequisite, same as for 201. Three hours. MISS PERKINS, MISS CHILD.

205 (2). FURTHER STUDIES IN JOURNALISTIC WRITING.

A study of articles in various American and English monthly magazines, with special reference to the suggested use of the student's own resources. Monthly or fortnightly articles, and collateral reading. This course is primarily a continuation of 203, but may be elected separately.

Open by permission to a limited number of students. Prerequisite, same as or 201. Three hours. MR. KERBY-MILLER.

206 (1). EXPOSITORY WRITING.

The study of explanatory writing with special attention to the interests and needs of individual members of the class. Constant practice in the methods of relating, enlivening, and illuminating ideas in writing.

Prerequisite, same as for 201. Three hours. MRS. PAYNE.

207 (2). FREE WRITING.

Practical and creative forms of prose composition with illustrative reading. Types of writing selected in accordance with the interests of

* If such students were exempted from course 101 at midyears, they may take a fourth semester of grade II work.

individual members of the class. Discussion of papers in class and in conference.

Open by permission to a limited number of students. Prerequisite, same as for 201. Three hours. MISS MICHAEL.

208 (2). STUDIES IN BIOGRAPHY AND LITERARY PORTRAITS.

Problems and practices that distinguish biography as a developing form of literary art. Emphasis on the contemporary biographer's way of handling his materials, often as influenced by other fields of expression. Writing varied and frequent.

Prerequisite, same as for 201. Three hours. MISS PRENTISS.

301 (1). NARRATIVE WRITING.

Study of the principles and forms of narrative writing, including the short story. The course aims to lead the student to discover the possibilities of material at her disposal, and to appreciate more fully the qualities of good narrative.

Open to juniors and seniors who have completed the requirements in English Composition. Two hours. MISS JOHNSON, MISS DENKINGER.

302 (2). CRITICAL STUDIES IN MODERN PROSE.

A consideration of the background and development of modern English prose. Practice in writing narrative and exposition, with special emphasis on literary criticism.

Open to juniors and seniors who have completed the requirement in English Composition. Two hours. MISS JOHNSON, MISS DENKINGER.

303. CRITICISM.

The philosophy and practice of literary criticism, with special study of the *Poetics* of Aristotle, the critical tenets of neo-classicism, and modern attitudes in criticism resulting from the Romantic movement. Lectures and frequent short critical papers.

Open to juniors and seniors. Two hours. MISS JOHNSON.

304. SENIOR COURSE IN COMPOSITION.

A study of varied techniques, with one dramatization or original play, and one long, sustained piece of work covering the remainder of the year. Frequent critical papers.

Open to seniors who have completed 203 or 206 or 201 followed by 204, 205, 207, or 208; or 301–302; or, by permission, 303. Not open to students who are taking 301 or 302 or a course of grade II. Six hours.

MISS PERKINS, MISS MANWARING.

350. RESEARCH OR INDIVIDUAL STUDY.

Open, by permission, to graduate students. Two, four, or six hours.

DIRECTIONS FOR ELECTION

I. MAJOR IN ENGLISH LITERATURE

Distribution of work: To insure a desirable distribution of work over several periods of literary history, students planning majors in English Literature should make sure that one of their grade III courses studies a period not previously treated in a course of grade I or grade II.

The following courses in English Literature are not counted in the major: 210, 212, 213.

Related courses: Related courses for concentration may be chosen from many fields. Knowledge of at least one foreign literature, and ability to read certain foreign languages, ancient and modern, is of great value to the student of English Literature. Understanding of the history of the periods in which the literature is studied is also important. In English Composition special attention is called to 201, 208, 303; in the classical departments, to Greek 203, 204, and Latin 105, dealing with Greek and Latin literature in translation; in Italian, to 103, Introduction to the Study of the Italian Renaissance. The attention of students who are interested in the teaching of English is called to Education 307, The Teaching of English in the Secondary School.

GENERAL EXAMINATION IN ENGLISH LITERATURE

The examination will consist of questions covering the courses included in the English Literature major. In this list there will be a sufficient number of questions to insure a fair opportunity for choice. Each student will select the questions dealing with the subjects she has studied in her own major. The questions will seek to test: (1) The student's knowledge of authors, works, types, and the periods included in her major; (2) her intelligence and accuracy in correlating her knowledge; (3) her independence of judgment and her literary discrimination.

II. MAJOR IN ENGLISH COMPOSITION

Distribution of work: English Composition 101 is required of all students, but will not be counted as part of the major in Composition. For a twenty-four-hour major the following combination is recommended: two or more semester courses of grade II (see restrictions under individual courses); twelve hours of grade III (303 is always to be included); six hours of grade II or III in English Literature.

NOTE: Either 301–302 or 304 must be elected in the senior year in a twenty-four-hour major. No two writing courses may be taken at the same time, but English Composition 303 and courses in English Litera-

ture may be taken simultaneously with a writing course. Courses 209 and 312 in English Literature are also regarded as courses in Composition.

Related courses: Students intending to teach or to engage in literary work should include in their program additional courses in Literature and a course in Language. Some knowledge of Latin and Greek Literature in the original or in translation is highly important for a teacher of English, as is a background of History, especially English History. The attention of students who are interested in the teaching of English is called to Education 307, The Teaching of English in the Secondary School.

GENERAL EXAMINATION IN ENGLISH COMPOSITION

The general examination in English Composition will include questions on the theory—on the principles of craftsmanship—underlying the specific courses the student has taken; it will include a study of the forms of description, narration, and exposition in their general aspects; a study of differing types of essay, of biography, of criticism; a study of the historical development of the sentence, of the paragraph, and of the linguistic elements composing our vocabulary. The student will be expected to organize her answers clearly and to write with reasonable fluency and finish. Supplementary reading and detailed instructions will be given in a department statement to be issued later.

III. JOINT MAJOR IN LITERATURE AND COMPOSITION

Distribution of work: This major consists of twelve hours of English Composition beyond Composition 101, and eighteen hours of English Literature. A student may elect further work in either Literature or Composition, or both, or in some related subject, as part of the forty-two hours in her field of concentration.

The courses in Composition should include six hours of grade II and six hours of grade III. Students exempted from Composition 101 at midyears should complete the year with a Composition course of grade II.

The courses in Literature should include at least six hours of grade II and six hours of grade III. One of the following courses not counted in the Literature major—210, 212—may count as part of the joint major. In general, one of the Literature courses elected should deal with a period earlier than the nineteenth century.

Related courses: The background of related courses to be desired for this major is the same as that described under the majors in Literature and Composition.

GENERAL EXAMINATION IN LITERATURE AND COMPOSITION

This joint examination will consist of a combination of questions selected from the general examinations set for English Literature and English Composition. The questions will deal with the material in both fields included in the student's program for the joint major.

FRENCH

Professors: RUTH ELVIRA CLARK, LITT.D. (Chairman)
RENÉ ESCANDE DE MESSIÈRES, AGRÉGÉ DE L'UNIVERSITÉ.
Associate Professors: DOROTHY WARNER DENNIS, B.A., DIPL.E.U.
ANDRÉE BRUEL,[2] DOCTEUR DE L'UNIVERSITÉ DE PARIS.
FRANÇOISE RUET, M.A., AGRÉGÉE DE L'UNIVERSITÉ.
MARJORIE HENRY ILSLEY, DOCTEUR DE L'UNIVERSITÉ DE PARIS.
Assistant Professors: EDITH MELCHER,[3] PH.D.
NICOLETTE PERNOT RINGGOLD,[1] LIC. ÈS LET.
Instructors: ALICE MARGUERITE MARIE MALBOT, LIC. ÈS LET.
ELISABETH MEREDITH RODRIGUE, M.A.
Assistant: MONIQUE LUCIENNE BERTHE DAMOISEAU, B.A.
Lecturer: CHRISTIANE MARIE ELISABETH HENRY, C.E.S., ADMISSIBILITÉ AGRÉGATION.

The Junior Year in France

From 1926 to 1939 well qualified juniors were allowed to spend the junior year in France with the Foreign Study Group of the University of Delaware. It is hoped that this arrangement may be resumed, when circumstances permit.

101. ELEMENTARY COURSE.

(1) A practical study of French pronunciation, phonetic drill; (2) the practical study of French grammar; (3) readings on French life and French institutions; (4) selected readings from modern writers. Constant oral drill and frequent written work.

Open to students who do not present French for admission. Three class appointments and one group conference, counting six hours. MISS DENNIS.

102. SELECTED READINGS FROM MODERN FRENCH AUTHORS DEALING WITH LIFE IN DIFFERENT REGIONS OF FRANCE.

These texts serve as a basis for a systematic review of syntax introductory to theme writing and oral narrative, and a practical study of French pronunciation with phonetic drill.

Prerequisite, 101, or two admission units in French. Three class appointments and one group conference, counting six hours.

MISS DENNIS, MISS CLARK, MRS. ILSLEY.

[1] Absent on leave.
[2] Absent on leave for the first semester.
[3] Absent on leave for the second semester.

103. FRENCH LIFE AND INSTITUTIONS.

Modern plays and novels dealing with aspects of French contemporary life. Stress on grammar, vocabulary and pronunciation. Frequent themes.

Prerequisite, three admission units in French. This course is intended for students who need further training in the spoken and written language. Students whose classroom work has been conducted mainly in English are advised to elect this course rather than 104. Not open to students who have completed 104. Six hours. MISS BRUEL, MRS. ILSLEY, MISS HENRY, MISS MELCHER, MISS MALBOT, MISS RODRIGUE.

104. INTRODUCTION TO THE STUDY OF FRENCH LITERATURE.

Representative texts of various periods. The aim of this course is to prepare students for more advanced work in language and literature, acquainting them with French methods of literary study. It provides an historical and geographical background and includes a study of pronunciation, grammar, and vocabulary, as well as application of *lecture expliquée* methods. Constant practice in the written and spoken language. Outside reading of representative novels.

Prerequisite, three admission units in French or 102. Students whose classroom work has been conducted mainly in French are advised to elect this course rather than 103. It is not open to students who have taken 103. Six hours. MRS. ILSLEY, MISS HENRY, MISS RODRIGUE.

105. STUDIES IN LANGUAGE. I.

Reading, composition, translation, grammar.

Prerequisite, three admission units in French. Two hours. MISS MELCHER, MISS BRUEL.

201. FRENCH CIVILIZATION BEFORE THE REVOLUTION.

An introduction to the civilization of France, as revealed in history, art, and selected literary masterpieces. Emphasis on language as a preparation for later courses.

Prerequisite, 103 or 104 or four admission units in French; by permission, 102 or another six-hour course of grade II. Six hours. MISS RUET, MISS DENNIS, MISS MALBOT.

202. STUDIES IN LANGUAGE. II.

Composition, translation, grammar. Weekly written work.

Prerequisite, 103 or 104 or four admission units in French. Two hours. MISS MELCHER, MISS BRUEL.

204. FRENCH LITERATURE OF THE MIDDLE AGES AND THE RENAISSANCE.

The texts studied include *La Chanson de Roland*, *Tristan et Iseult*, *Le Roman de la Rose*, and selections from Villon, Rabelais, Montaigne, and la Pléiade. The mediæval texts are read in modern French versions.

Prerequisite, 104 and, by permission, 103; exceptionally, 201. Six hours.

MISS MALBOT.

205. STUDIES IN LANGUAGE. III.

Composition, translation, grammar. Weekly written work. Stress on translation.

Prerequisite, 202 or 201 or 204 or 207; open to others by permission. Two hours. MISS RUET.

206. PRONUNCIATION AND DICTION. (Not given in 1942–43.)

An analytical study of defects, both general and regional, in American pronunciation of French. A practical study of pronunciation and intonation with the help of phonograph records.

Open to students who have completed 102, 103 or 104, and to those who have taken or are taking a grade II or a grade III course in French. Specially recommended to students majoring in French. Two class periods a week and one hour of practice work, counting two hours. MRS. RINGGOLD.

207. THE DEVELOPMENT OF MODERN FRENCH DRAMA.

A brief introductory survey of the drama of the Middle Ages, the Renaissance, and the Classical Age, followed by a study of the theatre of the eighteenth century, including Voltaire, Marivaux, Beaumarchais, *le drame bourgeois;* the plays of the Romantic period; the comedy of manners and the problem play; *le théâtre libre;* contemporary drama, including plays by Rostand, Maeterlinck, Curel, J. Romains, Claudel, Giraudoux, and others.

Prerequisite, 104 or a six-hour course of grade II, or, by permission, 103. Six hours. MISS BRUEL, MISS MELCHER.

208. CONVERSATION.

Additional practice in the spoken language to build up the student's vocabulary while giving some insight into French current events and various aspects of French life. Class discussion based on French periodicals, newspapers, or recent books.

Prerequisite, 103 or 104, or four admission units in French. Two hours.

MISS RUET, MISS MALBOT.

209.† SURVEY OF FRENCH LITERATURE.

First semester: an introductory study of the Middle Ages and the Renaissance; the seventeenth century. Second semester: the eighteenth and nineteenth centuries. Lectures or class discussion of selected masterpieces, short papers, outside reading. (Primarily for non-majors.)

Prerequisite, 103, 104, and exceptionally 201. Not open to students who have completed 203 or 210. Six hours. MISS BRUEL, MISS MELCHER.

210.† SURVEY OF FRENCH LITERATURE. (Not offered in 1942–43.)

The same periods and writers will be studied as in 209, but English will be used in the classroom and for all written work. Texts studied will be in French. This course may not be counted toward a major in French, nor may it be followed by a grade III course except by permission.

Open to juniors and seniors without prerequisite, and, by permission of the instructor, to sophomores. A sufficient reading knowledge of French is required. Not open to students who have completed 209. Six hours.

301. THE CLASSICAL PERIOD OF FRENCH LITERATURE.

The development of French classical literature in the seventeenth century. The authors studied are: Malherbe, Descartes, La Rochefoucauld, Corneille, Pascal, Molière, La Fontaine, Boileau, Bossuet, Racine, La Bruyère, Fénelon.

Open to students who have completed 201 with a grade of at least C, or 204 or 207, or, by permission, 203; also to seniors who are taking six hours of grade II. Six hours. MISS CLARK, MISS HENRY.

302. EIGHTEENTH CENTURY LITERATURE. (Not given in 1942–43.)

The development of French liberal thought and democratic principles in the eighteenth century; the beginnings of the Romantic movement in France. Stress on the works of Montesquieu, Voltaire, Diderot, and Rousseau.

Open to juniors and seniors who have completed 204 or 207, or, by permission, 203, or who have taken a grade III course. Six hours. MISS CLARK.

303 (1). CONVERSATION. (Not given in 1942–43.)

French literature and civilization in Europe, outside of France—in Belgium, Switzerland, Russia, etc.

Open to juniors and seniors who have completed or are taking six hours of grade II, and, by permission, to sophomores who have completed a six-hour course of grade II. Two hours. MISS HENRY.

† Courses 209 and 210 will be offered in alternate years.

304 (2). CONVERSATION. (Not given in 1942–43.)

French literature and civilization in the Americas.

Open to juniors and seniors who have completed or are taking six hours of grade II, to students who have completed 303, and, by permission, to sophomores who have completed a six-hour course of grade II. Two hours. MISS HENRY.

305. THE EVOLUTION OF THE FRENCH NOVEL.

Intensive reading of representative masterpieces: mediæval romances and stories; novels of the classical period and XVIIIth century, such as *l'Astrée, la Princesse de Clèves, Manon Lescaut, la Nouvelle Héloïse;* XIXth century, including works of Stendhal, Balzac, Flaubert, Maupassant and Barrès. Approximately a paper a fortnight.

Open to juniors and seniors who have completed 204 or 207, or who are taking a course of grade III. Six hours. MR. DE MESSIÈRES.

306. NINETEENTH CENTURY LITERATURE. ROMANTICISM.

A study of the romantic movement in French literature; the great novelists and poets of that period: Lamartine, Vigny, Victor Hugo, Musset, Chateaubriand, Mme. de Staël, Benjamin Constant, Balzac, Stendhal.

Open to juniors and seniors who have completed a full grade III course, and to approved juniors and seniors who have completed 204 or 207. Six hours.

MR. DE MESSIÈRES.

307. CONTEMPORARY FRENCH LITERATURE.

The evolution of French poetry from Baudelaire to the present day, with special studies of Baudelaire, Verlaine, Rimbaud, Claudel, Valéry, Mme. de Noailles, etc. The masters of French prose during the same period: Barrès, Bergson, Gide, Proust, Giraudoux, Mauriac, Maurois, J. Romains, etc.

Open to seniors who have completed 301 or 302 or 305 or 306 and, exceptionally, by permission, to seniors who have completed 204 or 207. Six hours.

MR. DE MESSIÈRES.

308 (1). STUDIES IN LANGUAGE. IV.

Advanced composition and translation.

Open to juniors and seniors who have completed or are taking a six-hour course of grade III, and, by permission, to juniors and seniors who have completed 205. Two hours. MISS RUET.

310 (2). STUDIES IN LANGUAGE. IV.

The same as 308, with different subjects and texts.

Open to juniors and seniors who have completed or are taking a six-hour course of grade III, and, by permission, to juniors and seniors who have completed 205. Two hours. MISS RUET.

320. SEMINAR. CURRENTS OF THOUGHT IN THEIR RELATIONSHIP TO FRENCH LITERATURE. (Not given in 1942–43.)

The analysis and interpretation of such subjects as the French Renaissance, principles of classicism, conflicts of ideas in the XVIIIth century, the evolution of French romanticism, trends in present-day literature.

Open to graduates and approved seniors. Six hours. MR. DE MESSIÈRES.

321. MEDIÆVAL LANGUAGE AND LITERATURE. (Not offered in 1942–43.)

Open to graduate students who have completed twenty-four hours of college French, and, by permission, to seniors who have completed the same amount of work. Six hours.

322 (1). SEMINAR. INTENSIVE STUDY OF ONE AUTHOR. PROSE. (Not given in 1942–43.)

The life and works of a prose writer in relation to the social history and literary trends of the period. A single author of outstanding importance will be selected, such as Montaigne, Pascal, Molière, Voltaire, Rousseau, Balzac, Flaubert or Proust.

Open to graduates and approved seniors. Three hours. MR. DE MESSIÈRES.

323 (2). SEMINAR. INTENSIVE STUDY OF ONE AUTHOR. POETRY. (Not given in 1942–43.)

Similar to 322. The author studied might be one of the following: Racine, Lamartine, Victor Hugo, Baudelaire, Paul Valéry.

Open to graduates and approved seniors. Three hours. MR. DE MESSIÈRES.

350. RESEARCH OR INDIVIDUAL STUDY.

Open, by permission, to graduates and to approved seniors who have completed at least one full grade III course in the department and are taking another full grade III course. Two to three hours for a semester or four to six hours for a year. The amount of work contemplated must be stated at the time of handing in electives.

DIRECTIONS FOR ELECTION

I. Course 101 counts for the degree but does not count towards a major.

Course 102 counts for the major only if directly followed by a six-hour course of grade II.

Students planning to major in the department should not carry two six-hour courses of grade II without permission of the department.

II. A twenty-four-hour major will consist of not less than twelve hours of grade III and not more than six hours of grade I.

III. Course 202 taken in the sophomore year, 205 in the junior year and 308, 310 in the junior or senior year will be valuable to students majoring in French. Course 206 will give additional training in diction.

Students majoring in French may take the examination to test a reading knowledge of a foreign language in a classical or a second modern foreign language. They are reminded of the special usefulness of a sustained reading knowledge of Latin in the study of French language and literature.

Students majoring in French literature are advised to include 301 in their program. Students proposing to elect French 307 in the senior year are advised to elect 306 in the junior year.

All students are urged to consult their instructors and the chairman of the department in regard to their higher electives, especially such students as intend to teach French and desire the recommendation of the department. It will be well for them to plan thirty hours of electives.

Only those students who have completed satisfactorily a twenty-four-hour major in the department will be recommended as teachers of French.

Special attention is called to Education 303, which is open to seniors who are taking French 301, 302, 305, 306, or 307.

Related Courses Suggested for Election

French 301: Greek 203 (Greek Literature in English Translation), Latin 105 (Latin Literature in English Translation), and courses in Italian and Spanish Literature including the XVIth century.

French 302: History 102, 201, English Literature 218, 310.

French 305: English Literature 214, 218.

French 306: History 201, English Literature 307, German 305, Italian 202, Spanish 301.

General Examination

The general examination in French will consist of two parts:

Part I. French Literature. Three hours.

Part II. French Language. Two hours.

Part I will consist of one or two general questions stressing interrelations of the more advanced courses.

Part II will consist mainly of translation from French into English, and English into French.

Model Groupings of Twenty-Four-Hour Majors Suitable as a Basis for the General Examination

I. Students entering with two units of French.

First Year: 102.

Second Year: On special recommendation of the department: 201.
Third Year: 301.
Fourth Year: One of the following: 302, 305, 306, 307.

II. Students entering with three units of French.
First Year: 103 or 104.
Second Year: One of the following: 201, 204, 207.
Third Year: Preferably 301, or one of the following: 302, 305, 306.
Fourth Year: 307 (or one of the following, if not previously taken: 302, 305, 306).

III. Students entering with four units of French.
First Year: 201.
Second Year: 301.
Third Year: One of the following: 302, 305, 306 (preferably 306, if 307 is to follow).
Fourth Year: 307 (or one of the following, if not previously taken: 302, 305, 306).

Important Note

To the preceding should be added, if possible, one or more of the following courses:

A. Grammar and Composition: 105 in the freshman year, 202 in the sophomore year, 205 in the junior year, 308, 310 in the junior or senior year.

B. Pronunciation and Diction: 206.

C. Conversation: 208 in the sophomore year, 303, 304 in the junior or senior year. (303, 304 in the sophomore year on recommendation of the department.)

D. Research or Individual Study: 350 in the senior year.

E. Seminars: 320, 322, 323 in the senior year.

GEOLOGY AND GEOGRAPHY

Professor: MARGARET TERRELL PARKER, PH.D. (Chairman)
Associate Professor: LOUISE KINGSLEY, PH.D.
Instructors: ALICE MARY DOWSE, M.A.
ELIZABETH EISELEN, M.A.
Assistant: GWENYTH MORGAN RHOME, M.A.

Lecturer: RUSSELL GIBSON,[1] PH.D.

101.* GENERAL GEOLOGY.

First semester: Physiography. A course designed to develop understanding of the physical features of landscapes, by explaining the processes by which land forms originate and are modified, and the rocks and minerals of the earth's crust upon which these processes work. Many areas in the United States and elsewhere are studied as illustrations. Foundations are laid for interpreting past geologic history in the light of processes now active, and for understanding the relations of topographic features to human occupation. Second semester: Historical Geology. The origin of the earth and the sequence of geologic events by which its present characters have been developed. The evolution of life on the earth.

Open to all undergraduates. Six periods a week: in general, three of lecture or discussion and three of laboratory work. Occasional afternoon field trips will be substituted for laboratory work. The course counts six hours.

MISS PARKER, MISS KINGSLEY, MISS DOWSE, MISS EISELEN.

GEOLOGY

103. GEMS AND GEM MINERALS.

Precious and semi-precious stones: physical properties of minerals necessary for an appreciative understanding of gems. Methods of identification of gem minerals and relation of crystal structure to the beauty and cutting of gems. History and development of the gem-cutting industry and the importance of gems in history. Practice in simple cutting of semi-precious stones.

Open to all undergraduates. Two periods a week for lecture and laboratory work, counting two hours. MISS DOWSE.

[1] Appointed for the first semester only.

* The first semester of Geology 101 may be elected, to be followed by Geography 102 in the second semester (see Geography, page 96). Students more interested in Geography than in Historical Geology are advised to elect this combination. The first semester of Geology 101 may be elected separately only if it is followed by Geography 102.

201 (Summer). GEOLOGY OF GLACIER NATIONAL PARK. FIELD COURSE. (Not offered in 1942.)

A course designed to illustrate in the field the concepts gained previously in a general course in Geology and to give the student an opportunity to apply such knowledge in working out an interpretation of the geologic history of a specific region. A report on the study of the Park is required.

Open to students who have completed 101 and to women students from colleges other than Wellesley who have had a year course which includes Physical and Historical Geology and who present satisfactory credentials. The course counts three hours. July 21–August 10, 1941.

202 (1). MINERALOGY.

A study of minerals, including those which are economically valuable and those which are essential constituents of rocks. Identification and determination of the composition of all the better known minerals by means of physical properties and blowpipe analysis. The modes of occurrence of minerals and the industrial uses to which they are put.

Prerequisite, Geology 101 or 103, or Chemistry 101. Two three-period appointments a week for lecture and laboratory work, counting three hours.

MR. GIBSON.

204 (1). GEOMORPHOLOGY.

The relationship between structures and geologic processes as illustrated by land forms developed in various regions throughout the world. Comparison of American areas with similar regions in other continents.

Prerequisite, 101. Two two-period appointments a week for lecture and laboratory work. Field trips will occasionally be substituted for class work. The course counts three hours. MISS DOWSE.

205 (2). PALEONTOLOGY. (Not given in 1942–43.)

The facts and principles of organic evolution as revealed by the life of the past. The steps in the development from simple, generalized forms to more complex and specialized types illustrated by a comparative study of fossils in the various phyla of the animal and plant kingdoms.

Prerequisite, Geology 101, Zoölogy 101, or Botany 101. Two two-period appointments for lecture, class discussion, and laboratory work, with independent laboratory assignments, counting three hours.

206 (2). REGIONAL GEOLOGY OF NORTH AMERICA.

A systematic study of the United States and Canada by physiographic provinces, dealing with the geologic history, the kinds of rocks (includ-

ing the economically important rocks), the structures and their relations to topography.

Prerequisite, 101. Two two-period appointments a week; in general three of lecture and one of laboratory, counting three hours. MISS DOWSE.

301 (2). FIELD GEOLOGY. (Not offered in 1942–43.)

Methods of field study. The course is designed to train the student to make a topographic map, and to interpret and map the geology of a region.

Open to juniors and seniors who have completed 101 and a grade II course in Geology. One three-period lecture or laboratory appointment, or one afternoon in the field, with independent field work related to the student's special problem. In addition to the scheduled appointment, students registering for 301 should keep at least three other consecutive periods available for independent work on field problems. The course counts three hours. MR. GIBSON.

312 (1). CRYSTALLOGRAPHY.

Optical crystallography and its application to the study of minerals. Determination of minerals by means of their optical constants.

Open to juniors and seniors who have completed 202. Juniors and seniors majoring in Chemistry or in Physics may be admitted to the course upon the recommendation of the two departments concerned. Two two-period appointments a week for lecture and laboratory work, counting three hours.

MISS KINGSLEY.

313 (2). PETROGRAPHY.

The identification of rocks by means of a study of thin sections with the petrographical microscope. The course gives the student an elementary knowledge of the origin and composition of rocks.

Open to juniors and seniors who have completed 312. Two two-period appointments a week for lecture and laboratory work, counting three hours.

MISS KINGSLEY.

314 (1). IGNEOUS AND STRUCTURAL GEOLOGY.

An introduction to problems of vulcanism and of structure. Methods by which mountain structures and intrusive igneous phenomena are interpreted.

Open to juniors and seniors who have completed 101 and a grade II course in Geology. Two two-period appointments for lecture and laboratory, with occasional field trips, counting three hours. MISS KINGSLEY.

316 (2). ECONOMIC GEOLOGY.

A study of economically valuable mineral deposits, both metallic and non-metallic. The origin, composition, and geological and

mineralogical relations of these deposits; their geographic distribution and political significance.

Open to juniors and seniors who have completed 101 and 202. Two two-period appointments for lecture, class discussion, and laboratory, counting three hours. MISS KINGSLEY.

350. RESEARCH OR INDIVIDUAL STUDY.

The subject of study will be determined by the preparation of the student and by her special interests. Her work will be under the direction of the member of the department in whose field the subject lies.

Open, by permission, to juniors and seniors who are majoring in the department. Three hours for a semester or six hours for a year.

SUMMER FIELD WORK. Credit may be given advanced students for summer field work, plans for which are approved in advance by the department. The amount of credit will depend upon the nature and extent of the work.

GEOGRAPHY

102 (2). INTRODUCTORY GEOGRAPHY.

World distribution, and the principles underlying distribution, of the various elements of the natural environment: relief features, soils, climates, natural vegetation, water and mineral resources. Types of human adjustments to environment. Resultant world cultural patterns.

Open to students who have completed the whole or only the first semester of 101. Six periods a week: in general, three of lecture or discussion and three of laboratory work. Occasional afternoon field trips will be substituted for laboratory work. The course counts three hours. MISS PARKER, MISS EISELEN.

208 (1), (2). THE GEOGRAPHY OF EUROPE.

A study of man's adjustments to physical environment in Europe. Topography, climate, and other environmental factors in their relation to the early rise of civilization in Europe, the distribution of races and languages, the partition of the continent into political units, and economic development. Detailed study of selected countries of major interest to American students.

Open to juniors and seniors, and to sophomores who have completed 101 or 102, or who are planning to major in History, Economics, or Political Science. Three hours. MISS PARKER.

209 (1), (2). THE ECONOMIC GEOGRAPHY OF NORTH AMERICA.

A study of man's economic activities as related to environmental factors in the major geographic regions of North America. The objective of the course is to develop a clear conception of the elements of the

natural environment, such as climate, topography, soils, water resources, mineral resources, natural vegetation, and to emphasize in the regions studied the important adjustments which man has made to these elements.

Open to juniors and seniors, and to sophomores who have completed 101 or 102, or who are planning to major in History, Economics, or Political Science. Three hours. MISS EISELEN.

304 (1). THE GEOGRAPHY OF SOUTH AMERICA.

The physiographic features, climates, and resources of South America; the influence of these factors upon the colonization of the continent by Europeans, upon the formation of independent political units, and upon the present and possible future economic development of the various countries.

Open to juniors and seniors who have completed a grade II course in Geography; by permission, to students of South American History and to students majoring in Spanish. Three hours. MISS EISELEN.

307 (1). THE HISTORICAL GEOGRAPHY OF THE UNITED STATES. (Not given in 1942–43.)

An analysis of the relations between the natural environment and the settlement and development of the country. The adjustments to varied environments in connection with the westward expansion of the American people. An interpretation in selected areas of readjustments made from time to time in response to the changing significance of some element or elements in the environment. A geographic background to American history.

Open to juniors and seniors who have completed 209, and, by permission, to students of American History. Three hours.

308 (2). THE GEOGRAPHY OF ASIA.

A geographic study of Asia as a whole and of selected political units of the Eurasian continent. These units are Asiatic countries with the exception of the Soviet Union, of which the European, as well as the Asiatic, portion is studied. The course examines the geographic background of various problems of current world importance which have their roots in the geography of Asia. It gives opportunity for application of principles developed in earlier regional courses in interpreting human adjustments to environment in oriental countries.

Open to juniors and seniors who have completed 208. Three hours. MISS PARKER.

309 (2). CLIMATES OF THE WORLD. (Not given in 1942–43.)

A course designed to give an understanding of the major types of

climate and of their distribution in the several continents; to show the significance of climate as a factor in the economic activities of a region and in the trade between different regions.

Open to juniors and seniors who have completed at least one regional course in Geography. Three hours.

305 (2). SEMINAR IN GEOGRAPHY. (Not offered in 1942–43.)

Topics are assigned to students for independent investigation. Reports of individual work are presented weekly.

Open to graduate students and to approved seniors. Three hours.

MISS PARKER.

350. RESEARCH OR INDIVIDUAL STUDY.

The subject of study will be determined by the preparation of the student and by her special interests. Her work will be under the direction of the member of the department in whose field the subject lies.

Open, by permission, to juniors and seniors who are majoring in the department. Three hours for a semester or six hours for a year.

DIRECTIONS FOR ELECTION

GEOLOGY. Students who wish to major in Geology are advised to take Chemistry. Students intending to do graduate work in Geology will find German indispensable.

A Geology major must include 101. Grade II courses should be selected with a view to the type of advanced work which the student desires. Advice from the department should be secured.

GEOGRAPHY. Students who wish to major in Geography will find that this work correlates well with work in History and Economics. For advanced work in the subject, both French and German are useful, though there is somewhat more material available in French than in German.

A Geography major should include the first semester of 101, 102, 208, 209, and at least twelve hours of grade III work in Geography. (For students who took 101 in 1940–41 or earlier, and for those who took 208 and 209 in 1941–42 or earlier, the second semester of 101 may be substituted for 102 in the major.)

By permission, six hours of closely correlated work in History will be accepted as part of a major in Geography.

The attention of students who are interested in the teaching of Geography is called to Education 308, The Teaching of Social Studies in the Secondary School.

General Examination

A major offered for the general examination in Geology must include 101; that for the general examination in Geography must include the first semester of 101 and 102. (An exception is made for certain students. See "Directions for Election" on preceding page.)

With the possible exception of questions based upon the first semester of 101, entirely different examinations will be set for the students majoring in Geology and those majoring in Geography. Some choice of questions will be possible. The questions will test ability to correlate the subject matter of the various courses covered and to apply the principles made familiar through these courses in the interpretation of new situations and the solution of new problems.

The department will suggest supplementary summer reading for those students who desire such assistance.

GERMAN

Professor: Marianne Thalmann, ph.d. (Chairman)
Associate Professor: Magdalene Schindelin, ph.d.
Assistant Professor: Barbara Salditt, ph.d.
Instructor: Margaret Jane Keidel, m.a.

The language of the classroom in all courses is almost exclusively German. The student thus has constant practice in hearing, speaking, and writing German.

When international circumstances permit, a limited number of qualified students are permitted to spend the junior year in Munich.

101. Elementary Course.

Study of fundamental elements of German grammar; frequent written exercises; reading of short stories; emphasis on oral expression.

Open to students who do not present German for admission. Three class appointments and one group conference, counting six hours.

miss thalmann, miss salditt, miss schindelin, miss keidel.

102. Intermediate Course.

Extensive reading with emphasis on vocabulary building; review of fundamental principles of grammar; frequent composition and oral expression; discussion of German culture; use of slides and recordings.

Prerequisite, 101 or two admission units in German. Six hours.

miss schindelin, miss keidel.

104. Outline History of German Literature.

First semester: an introduction to German literature from its beginning to the eighteenth century. Second semester: an introduction to

the eighteenth century, Schiller and Goethe, and a brief survey of the nineteenth century.

Open to freshmen who present three or more admission units in German. Six hours. MISS SALDITT.

202. HISTORY OF GERMAN LITERATURE.

First semester: the history of German literature before Goethe; the parallel development of literature, social conditions, and religious ideals of the times. Works read and discussed are: the *Hildebrandslied*, selections from the *Nibelungenlied*, the works of Wolfram, Gottfried, Hartmann, the Minnesingers; *Volkslied*, selections from Luther, Hans Sachs, Lessing, Herder. Second semester: Schiller, Goethe, and a brief survey of nineteenth-century literature.

Prerequisite, 102. Six hours. MISS SALDITT, MISS SCHINDELIN.

204. GOETHE AND SCHILLER.

Their lives and their works, with emphasis on their development from "Sturm und Drang" to classicism.

Prerequisite, 104 or 202. Six hours. MISS SALDITT.

206. CONVERSATIONAL GERMAN.

Reading and discussions of literary and scientific work of German writers. Given in two sections. Section (*a*) will study selections from work of German scientists; section (*b*) works relative to literature and music. Choose (*a*) or (*b*).

Prerequisite, 102 or 104, or, by permission, 101. Two hours.
MISS THALMANN (*a*), MISS KEIDEL (*b*).

207. ADVANCED CONVERSATION AND COMPOSITION.

Various types of language work; conversation and discussion; composition, translation, grammar.

Prerequisite, 202 or 206, or, by permission, 104. Two hours. MISS KEIDEL.

208. GERMAN LIFE AND THOUGHT IN THE NINETEENTH AND TWENTIETH CENTURIES.

The development of intellectual and æsthetic trends in the nineteenth and twentieth centuries. Varied literary texts; pamphlets, letters, memoirs of musicians, scholars, artists, and statesmen.

Open to students who have completed 104 or 202 and, by special permission, to other students with sufficient knowledge of German. Six hours.
MISS THALMANN.

302 (2). HISTORY OF THE GERMAN LANGUAGE. (Not offered in 1942–43.)

A more thorough understanding of modern German through the study of its historical development.

Open to juniors and seniors who have completed six hours of grade II. Three hours.

303 (2). MIDDLE HIGH GERMAN. (Not offered in 1942–43.)

(Introductory Course.) Survey of Middle High German forms and sounds. Translation of epic and lyric poetry into the modern idiom.

Open to juniors and seniors who have completed at least six hours of grade II. Three hours.

304 (1). GOETHE'S FAUST.

Study of the pre-Goethean development of the Faust legend in its more important literary forms. Intensive study of Goethe's *Faust*, Part I; extensive study of Part II.

Open to juniors and seniors who have completed 204. Three hours.

MISS THALMANN.

305 (2).* THE GERMAN ROMANTICISTS. (Not offered in 1942–43.)

A study of early romantic philosophy and significant writers of the period: Schelling, Novalis, the Schlegels, Tieck, E. T. A. Hoffmann, Schopenhauer.

Prerequisite, at least one course of grade III. Three hours. MISS THALMANN.

306 (2).* FROM LESSING TO HERDER.

Literary trends in the eighteenth century. Extensive selections from Lessing, Herder, and Winckelmann.

Open to juniors and seniors who have completed 304. Three hours.

MISS SALDITT.

308 (2). NINETEENTH CENTURY DRAMA.

Special study of Kleist, Grillparzer, Hebbel, Ibsen, Hauptmann, Schnitzler, Hofmannsthal, Strindberg, Wedekind; their relation to classic and romantic art and other literatures.

Prerequisite, at least one course of grade III. Three hours. MISS THALMANN.

309 (1). SEMINAR. SCHILLER AS PHILOSOPHER AND WRITER ON ÆSTHETICS. (Not offered in 1942–43.)

Study of Schiller through his correspondence with Körner, Goethe, etc., and through his philosophic poems and essays.

Open to seniors who have completed 204 and at least six hours of grade III. Three hours.

* Courses 305 and 306 will be offered in alternate years.

310 (2). GOTHIC. (Not offered in 1942–43.)

Open to graduates and to seniors by permission of the instructor. Three hours.

312 (1). LITERATURE OF THE MODERN PERIOD.

A study of the outstanding authors of the late nineteenth and early twentieth centuries. Discussion of naturalism, new romanticism, expressionism, and post-expressionism.

Open to students who have completed 104 or 202, and 204 or 208. Three hours. MISS SCHINDELIN.

350. RESEARCH OR INDIVIDUAL STUDY.

Open to graduate students, and, by permission, to seniors. Three hours for a semester or six hours for a year.

DIRECTIONS FOR ELECTION

Course 101 may be counted for the degree but not for the major.

Course 102 may count for the major.

Students who start with 101 in college and desire to major in German should consult the department in order to obtain permission to omit 102 and take 202 and 206.

Students intending to major in the department are requested to take 104 or 202 and at least twelve hours of grade III work.

Course 207 will give additional training in the spoken and written language.

Students intending to teach German will be recommended by the department only if they have taken from six to twelve hours of grade III and 206 or 207.

The department accepts any of the languages (including Latin and Greek) for the reading language test.

GENERAL EXAMINATION

The questions will test (1) the student's ability to use the German language correctly, (2) her knowledge of the historical development of German literature, (3) her ability to correlate her knowledge of the courses taken in the department.

GREEK

Associate Professors: HELEN HULL LAW, PH.D.
BARBARA PHILIPPA MCCARTHY, PH.D. (Chairman)

101. BEGINNING GREEK.

The fundamental facts of Greek grammar with practice in reading and writing. Selections from the great writers of prose and poetry.

Open to students who do not present Greek for admission. Six hours.
MISS LAW, MISS MCCARTHY.

201 (1). PLATO.

Apology, Crito and selections from other dialogues.

Prerequisite, 101 or two or three admission units in Greek. Three hours.

MISS LAW.

205 (2). HOMER.

Selected books of the *Iliad.*

Prerequisites, 101 and 201; or two admission units in Greek and 201; open to others by permission. Three hours. MISS MCCARTHY.

202 (2). HOMER.

Selected books of the *Odyssey* or other material selected to meet the needs of the class.

Prerequisites, three admission units in Greek and 201, or 205. Three hours.

MISS LAW.

203 (1). GREEK LITERATURE IN ENGLISH TRANSLATION: HOMER, TRAGEDY.

Reading of the *Iliad* and *Odyssey*, and plays of Æschylus, Sophocles, and Euripides. Lectures on the origin of epic poetry and tragedy and their influence on later literature. This course may not be counted toward a major in Greek.

Open to juniors and seniors without prerequisite, and to sophomores who have completed a course in literature in any department. (This does not include a beginning course in a foreign language.) Three hours. MISS MCCARTHY.

207 (2). GREEK LITERATURE IN ENGLISH TRANSLATION: FROM THE FIFTH CENTURY THROUGH THE GRÆCO-ROMAN PERIOD.

The origin and development of such literary types as history, the short story, prose romance, comedy, dramatic dialogue, pastoral, epigram, and Hellenistic epic. Special emphasis upon the influence of these types on later literature. The reading will be, for the most part, from Herodotus, Thucydides, Aristophanes, Plato, Theocritus, and Lucian. This course may not be counted toward a major in Greek.

Prerequisite, same as for 203. Three hours. MISS LAW.

204. CLASSICAL MYTHOLOGY.

The more important myths of the classical period in relation to the literature, art, and religion of ancient times; their influence on the literatures of succeeding periods. This course may not be counted toward a major in Greek.

Prerequisite, same as for 203. Two hours. MISS LAW.

213 (2). THE EPIC AS A CONTINUING TYPE IN GREEK, LATIN, AND ENGLISH LITERATURE.

For description and prerequisites, see English Literature 213.

206 (1). WRITING OF GREEK.

Review of the essentials of grammar and syntax. Written exercises based on prose selections to be read at sight in class.

Open to students who have completed 101 and are taking another course in the department other than 203 and 204. Three hours. MISS MCCARTHY.

301. GREEK DRAMA.

Reading and study of dramas of Æschylus, Sophocles, Euripides and Aristophanes.

Prerequisite, 201 and 205 or 202. Six hours. MISS MCCARTHY.

302. GREEK POETRY FROM HOMER THROUGH THEOCRITUS. (Not offered in 1942–43.)

Epic, lyric, and pastoral poetry.

Prerequisite, 201 and 205 or 202. By permission, students may elect either semester as a semester course. Six hours. MISS MCCARTHY.

305. MODERN GREEK. (Not offered in 1942–43.)

Practice in speaking and writing the Greek of today.

Open to students who are taking another course of grade III in the department, and to others by permission. Two hours. MISS MCCARTHY.

306. GREEK PROSE FROM HERODOTUS THROUGH LUCIAN.

Reading from Herodotus, Thucydides, Plato, and Lucian, varying from year to year according to the needs and desires of the class.

Prerequisite, 201 and 205 or 202. By permission, students may elect either semester as a semester course. Six hours. MISS LAW.

350. RESEARCH OR INDIVIDUAL STUDY.

Open to seniors by permission, and to graduate students. Three hours for a semester or six hours for a year.

For courses in the study of Greek Testament, see Biblical History.

DIRECTIONS FOR ELECTION

Students majoring in Greek are advised to elect some work in Latin. Their attention is also called to the courses in Greek history, classical art, and Greek philosophy. Students interested in classical archæology are referred to the statement on page 64 in regard to a major in that field.

GENERAL EXAMINATION

The general examination in Greek will be given in two parts. In the first part students will be expected to show an acquaintance with the origin, development, and characteristics of the various types of literature studied together with the background of history, religion, and myth. The second section of the examination will consist of passages for sight translation with questions on language and syntax.

HISTORY

Professors: Edward Ely Curtis, ph.d.
Barnette Miller, ph.d.
Judith Blow Williams, ph.d. (Chairman)
Assistant Professors: Evelyn Faye Wilson, ph.d.
Henry Frederick Schwarz, ph.d.
Charlotte Elizabeth Goodfellow, ph.d.
Instructor: John Hewitt Mitchell, ph.d.

Lecturer: Walter Carl Barnes, b.a.oxon.

101. Mediæval and Renaissance Europe.

Rome's legacy to Europe; the Mediæval Church, feudal society, Mohammedanism and the Crusades, mediæval towns and guilds, the development of commerce and banking, the intellectual awakening of the thirteenth century, the Renaissance of Art and Literature, the age of exploration and early colonization, the Protestant movement, and the foundation of modern European nations.

Open to all undergraduates. This course or 102 is prerequisite to later election. Six hours. miss wilson, mr. schwarz, mr. mitchell.

102. Modern European History.

A survey of conditions in the seventeenth century; the leading movements in the development of modern Europe, such as colonial expansion in the eighteenth century, the Industrial Revolution, the French Revolution, the Liberal and Nationalist movements of the nineteenth century, the emergence of the modern British Empire, the unification of Italy and of Germany, the Great War.

Open to all undergraduates. This course or 101 is prerequisite to later election. Six hours. miss miller, miss williams, mr. schwarz.

201. History of Europe since the French Revolution.

An introductory survey of the French Revolution and the Napoleonic Era followed by a discussion of the political development of France, Germany, Austria, Italy, and Russia from 1815 to the present.

Prerequisite, one course in History. Six hours. mr. mitchell.

203. The History of Greece.

A brief survey of the oriental civilizations by which the Greeks were influenced. A study of the social, economic, and political development of the Greek State; Greek civilization in its most significant aspects.

Prerequisite, one course in History; no prerequisite to those who are giving special attention to the Classics. Six hours. miss goodfellow.

204. HISTORY OF ROME. (Not offered in 1942–43.)

A general survey of Roman History. The conclusions of modern archæologists and historians with regard to the earlier period, with main emphasis upon Rome's experiments in government, the attempts of her statesmen to solve the social and economic problems of the Republic, and the Empire, and upon the development of Rome's legacy to the modern world.

Prerequisite, one course in History; no prerequisite to those who are giving special attention to Latin, Greek, or Economics. Six hours.

MISS GOODFELLOW.

205 (1). COLONIAL AMERICA.

The foundation and growth of the British Empire in America. Emphasis upon British colonial policy and administration, and upon the causes and course of the American Revolution.

Open to sophomores, juniors, and seniors who have completed or are taking a full course in History. Three hours. MR. CURTIS.

208 (1). INTERNATIONAL RELATIONS: NEAR EAST.

A general view of international relations in the Near East since the Congress of Berlin, with special reference to post-war settlements and to present conditions.

Prerequisite, one course in History. Three hours. MISS MILLER.

209. POLITICAL HISTORY OF RUSSIA FROM THE EARLIEST TIMES TO THE PRESENT. (Not offered in 1942–43.)

The forces which made Russia a world power; the development and policy of the autocracy; the struggle for freedom; the existing régime.

Open to all seniors, and to juniors who have completed or are taking another course in History. Six hours.

213. HISTORY OF ENGLAND AND GREATER BRITAIN.

A general survey of English History with especial emphasis upon those political, social, and economic forces which have led to the expansion of England and to the position and problems of the British Empire of today.

Prerequisite, one full course in History. Six hours. MISS WILLIAMS.

214 (2). THE RISE OF THE LATIN-AMERICAN REPUBLICS.

A survey of the exploration and conquest of the New World by the Spaniards. Spanish colonial policy and the causes of the revolutionary movement. The wars of liberation and the emergence of the present republics, with special reference to the recent history of Mexico.

Prerequisite, one full course in History. No prerequisite to sophomores, juniors, and seniors who are majoring in Spanish, or have completed Geography 304. Three hours. MR. CURTIS.

215 (2). INTERNATIONAL RELATIONS: FAR EAST.

The Orient in the nineteenth and twentieth centuries, with special reference to the politico-economic interests of Europe and America.

Prerequisite, one full course in History. Three hours. MR. BARNES.

217. EUROPE IN RENAISSANCE AND REFORMATION.

The cultural, religious, and social life of the fourteenth, fifteenth, and sixteenth centuries. First semester: the Renaissance in Italy and France. Second semester: the Protestant and Catholic Reformations on the continent.

Prerequisite, one full course in History. Open, by permission, to students who have completed one full course in Art. Six hours. MISS WILSON.

301. HISTORY OF THE UNITED STATES FROM 1787 TO THE PRESENT TIME.

The formation and development of the Constitution of the United States, with special reference to controlling forces, such as the organization of parties, the growth of democracy, the rise of the slave power, the political effect of the development of the West.

Open to juniors and seniors who have completed one full course and have completed or are taking a second course in History. Six hours. MR. CURTIS.

304. ENGLAND UNDER THE TUDORS AND STUARTS.

The Renaissance and Reformation in England; Puritanism and its accompanying democratic ideals; the constitutional struggles of the sixteenth and seventeenth centuries; social and economic changes initial to the founding of the British Empire.

Open to juniors and seniors who have completed two full courses in History. Six hours. MISS WILLIAMS.

305. DIPLOMATIC HISTORY OF EUROPE SINCE 1740.

A review of the period 1648–1740; the age of Frederick the Great; the Revolutionary and Napoleonic period; the age of Bismarck and its results; the World War and its consequences.

Open to juniors and seniors who have completed two full courses in History. Six hours. MR. BARNES.

306. BRITISH HISTORY SINCE 1815. (Not offered in 1942–43.)

Post-war problems and conditions in England in 1815. The significant developments in the political, social, and intellectual history of

Great Britain and the British Empire, and England's part in world affairs, until the present.

Open to juniors and seniors who have completed two full courses in History. Six hours. MISS WILLIAMS.

307. AMERICAN FOREIGN RELATIONS.

The most significant diplomatic problems which have arisen as the result of war, westward expansion, the growth of foreign commerce, immigration, and the acquisition of colonial possessions. The origin of important treaties, the development of the Monroe Doctrine, and the evolution of the United States into a world power.

Open to juniors and seniors who have completed two full courses in History. Six hours. MR. CURTIS.

308. IMPERIALISM IN WORLD POLITICS. (Not offered in 1942–43.)

European expansion in Asia, Africa, and the Islands of the Pacific in the nineteenth and twentieth centuries; colonial and imperial systems and problems; international politics as related to the control of raw materials, international finance, and imperial communications.

Open to juniors and seniors who have completed two full courses in History. Six hours. MISS MILLER.

309. SELECTED STUDIES IN MEDIÆVAL HISTORY.

Training in methods of historical research, using the mediæval period as a field.

Open to graduates, seniors, and approved juniors who have completed two full courses in History. Six hours. MISS WILSON.

311. SOCIAL AND CULTURAL HISTORY OF EUROPE. (Not offered in 1942–43.)

The development of culture from early times through the rise of the Mediterranean civilizations, the Middle Ages, the Renaissance, and modern times, covering the more important phases of social, economic, and intellectual life.

Open to juniors and seniors who have completed two full courses in History. Six hours. MISS WILLIAMS.

315. SEMINAR. SELECTED STUDIES IN HISTORY. (Not offered in 1942–43.)

Open to graduate students and approved seniors who are majoring in the department. Six hours. THE TEACHING STAFF.

350. Research or Individual Study.

By consultation with the department, students may arrange for from two to six hours of individual work.

Open, by permission, to juniors and seniors who have completed or are taking a course of grade III in History. Two to six hours. The amount of work contemplated must be indicated at the time at which electives are due.

Directions for Election

Students electing History may choose either of the introductory courses 101 or 102, but both of these courses may not be counted in a major. The only other restrictions are those required by the prerequisites stated for each course. Students desiring to take the general examination in History are advised, however, to seek the advice of the chairman and other members of the department in order to insure a proper correlation of courses.

The courses are designed to help the student to acquire methods of historical work, and to furnish a basis for the more detailed study of particular periods.

Courses in Political Science may be included with a major in History with the permission of the department.

Students proposing to teach History are advised to take at least four courses in the department.

By permission of the department, six hours of closely correlated work in Geography will be accepted as part of a twenty-four-hour major in History.

The attention of students who are interested in the teaching of History is called to Education 308, The Teaching of Social Studies in the Secondary School.

General Examination

The purpose of the general examination in History is to test:

(1) General knowledge of the subject matter of the courses composing the major.

(2) Ability to analyze, correlate, and compare the subject matter of these courses.

(3) Power to judge and appraise movements and personalities.

The general examination will not assume a knowledge of fact outside the subject matter of the separate courses.

HYGIENE AND PHYSICAL EDUCATION

Professor: RUTH ELLIOTT, PH.D. (Chairman)
Associate Professor: ELIZABETH BEALL, PH.D.
Assistant Professors: CHARLOTTE GENEVIEVE MACEWAN, M.S.
MARION ISABEL COOK, M.A.
ELINOR MARIE SCHROEDER, M.A.
KATHARINE FULLER WELLS, M.S.
ADA ROBERTA HALL, PH.D.,
ASSISTANT PROFESSOR OF PHYSIOLOGY
Instructors: HILDA OLAND JOHNSON, M.A.
LUCILLE LOWRY, M.A.
JEAN CAMPBELL RICHARDSON, M.A.
WARRINE EVELYN EASTBURN, M.S.
ELIZABETH ALDRICH LANE, M.A.
Recorder: MARION DOROTHY JAQUES, B.A.
Assistant Recorder: FANNY GARRISON, B.A.
Secretary: A. ELIZABETH ANDERSON.
Musician for the Dance: KATHRYN R. HODGSON.

Lecturers: MARY FISHER DEKRUIF, M.D.
CAROL SCOTT SCOTT, M.A.
Special Lecturers: ANDREW ROY MACAUSLAND, M.D., ORTHOPEDICS.
LORETTA JOY CUMMINS, M.D., HYGIENE OF THE SKIN.
HILBERT F. DAY, PH.B., M.D., F.A.C.S., PREVENTIVE SURGERY.
CLIFFORD L. DERICK, M.D., INTERNAL MEDICINE.
CURTIS M. HILLIARD, B.A., PUBLIC HEALTH.
LEIGHTON JOHNSON, M.D., HYGIENE OF NOSE AND THROAT.
SAMUEL R. MEAKER, M.D., HYGIENE OF MENSTRUATION.
ELEANOR PAVENSTEDT, M.D., MENTAL HYGIENE.

I. UNDERGRADUATE COURSES *

The Department of Hygiene and Physical Education, through its program adapted to individual needs and abilities, aims to help each student to build up sufficient strength and vitality to meet the demands of a normally active life; to appreciate and practice fundamental health habits; to develop a normal carriage, a sense of rhythm, coördination and motor judgment; to be a coöperative and contributing participant in group activity; and to acquire skill and a lasting interest in wholesome forms of recreation.

Four hours in Hygiene and Physical Education are prescribed for the degree. Two hours are met by course 120, Personal Hygiene; the other two hours are met by two periods per week of physical education activities during freshman and sophomore years. The work of each year is divided into Fall, Winter, and Spring seasons.

* See Section II, page 112, for opportunities for juniors and seniors to enroll in professional courses and page 113 for information relative to the five-year course in Hygiene and Physical Education.

Sports Requirement: During these six seasons, the department requires that students take one season of a team sport and two seasons of an individual sport (not necessarily the same sport). If a student can demonstrate a fair degree of skill in an individual sport, or if she has a Junior or Senior Life Saving Certificate, she may substitute other activities for individual sports.

Choices for all activities are subject to the approval of the department, on the basis of the results of the medical and physical examinations and the student's previous experience.

Posture Requirement: Every student is expected to attain a grade of at least C minus on her posture photograph. Failure to meet this standard at the end of the second year of indoor work will necessitate enrollment in course 125 until the standard is attained or until the end of the winter season of the senior year. The 122 winter grade will be withheld until this requirement is fulfilled.

120. PERSONAL AND COMMUNITY HEALTH.

Essential health knowledge, principles of healthful living, and the causes and prevention of disease in the home and community. Personal conferences are arranged for students with health problems.

Required of all freshmen and advanced-standing students who are not exempt by examination at entrance or who do not present a comparable college course. Two hours. DR. DEKRUIF, MISS COOK, MISS LOWRY, MISS RICHARDSON.

121. ACTIVITIES FOR FRESHMEN.

Choice of the following:

Fall: Archery, canoeing, diving, golf, hockey, modern dance, riding*, rowing, tennis, volley ball.

Winter: Badminton, basket ball, fencing, folk dance, gymnastics, modern dance, riding*, squash, swimming, tap dance, water safety.

Spring: Archery, canoeing, diving, golf, lacrosse, modern dance (outdoors), riding*, rowing, tennis.

Required of freshmen, two periods a week, counting one hour. THE STAFF.

122. ACTIVITIES FOR SOPHOMORES.

Choice of the activities listed under 121.

Required of sophomores who have completed 121. Two periods a week, counting one hour. THE STAFF.

124. INDIVIDUAL CORRECTIVE EXERCISE FOR FRESHMEN.

Required of freshmen whose orthopedic condition indicates the need of individually planned exercise. Two hours a week in the winter, with 121 fall and spring, counting one hour. MISS WELLS, MISS RICHARDSON, AND ASSISTANTS.

* Special fee.

125. INDIVIDUAL CORRECTIVE EXERCISE FOR SOPHOMORES.

Required of sophomores whose orthopedic condition indicates the need of individually planned exercise. Two hours a week in the winter, with 122 fall and spring, counting one hour. MISS WELLS, MISS RICHARDSON, AND ASSISTANTS.

126. VOLUNTARY ACTIVITIES FOR ALL STUDENTS.

Students may elect with the permission of the department any of the activities listed under 121.

Open to all students and faculty. Two hours a week in the fall, winter, or spring terms. Not to count toward the degree. THE STAFF.

131. MODIFIED RECREATIONAL ACTIVITIES FOR FRESHMEN.

Required of freshmen whose physical condition indicates the need of modified activities. Two hours a week in the winter, with 121 fall and spring, counting one hour. MISS RICHARDSON.

132. MODIFIED RECREATIONAL ACTIVITIES FOR SOPHOMORES.

Required of sophomores whose physical condition indicates the need of modified activities. Two hours a week in the winter, with 122 fall and spring, counting one hour. MISS RICHARDSON.

II. PROFESSIONAL TRAINING IN HYGIENE AND PHYSICAL EDUCATION FOR UNDERGRADUATE AND GRADUATE STUDENTS

Professional courses in Hygiene and Physical Education are offered to both undergraduate and graduate students. The courses are designed (1) to fit students to become specialists in the field of physical education and health work; (2) to provide basic training for those who wish to combine with other teaching work as assistant in physical education, or camp and recreational work.

UNDERGRADUATE ELECTIVES

Though there is no major in Hygiene and Physical Education, courses 207 and 303 counting toward the B.A. degree may be elected with the consent of the instructor of the course and the student's class dean. Successful work in selected theory and activity courses should enable such students to assist in physical education or recreation under the guidance of trained specialists.

SUGGESTIONS FOR UNDERGRADUATES WHO ARE CANDIDATES FOR THE B.A. DEGREE, AND FOR THE CERTIFICATE AND M.S. DEGREE IN HYGIENE AND PHYSICAL EDUCATION

The work for the B.A. degree may be completed in four years. An additional year beyond the Bachelor's degree is necessary to complete the requirements for the Certificate and M.S. degree.

A student may enter this five-year course at the beginning of her freshman, sophomore, or junior year. The College Recorder will furnish the student with a form to be presented to the chairman of the department, since permission to register for the five-year course must be obtained from the chairman by each applicant. By the end of the sophomore year a student should have completed Hygiene and Physical Education 120, 121, 122, Biblical History 104, Chemistry 101, Psychology 101, the prescribed courses in English Composition and Speech, and six additional hours from one or more of the following fields: Bacteriology, Biology, Hygiene, Physics, Sociology, and Psychology.

The following electives are suggested: Courses in French or German, Economics, Education, Sociology, Psychology, Bacteriology, Zoölogy, Physics, Hygiene 201, 213 (*b*), 216. Students wishing to meet the requirement for state teachers' certificates should consult the Education department. A full major in Zoölogy is an advantage.

It is desirable for candidates to have completed at least an elementary course (high school, camp, or 121, 122, 126 at Wellesley College) in as many as possible of the following physical education activities: Archery, Badminton, Baseball, Basket Ball, Canoeing, Fencing, Golf, Hockey, Lacrosse, Riding, Rowing, Soccer, Speedball, Swimming and Life Saving, Tennis, Volley Ball; Folk, Modern, Social and Tap Dance; Fundamental Gymnastics (Danish) and Apparatus.

SCHEDULE OF PROFESSIONAL COURSES IN THE FIVE-YEAR PROGRAM

Junior Year: 126, 200 c, 204, 210, Education 200, Zoölogy 301, 313. Hygiene 207 and Zoölogy 302 may be taken in the junior or in the senior year.

Senior Year: 126, 200 a, b, d, e, f, g, 203, 208, 303, and Hygiene 207 and Zoölogy 302, if not completed in the junior year.

Fifth Year: 200 h, 213 a, 214, 304, 306, 309, 321, 322; and for candidates for the M.S. degree in Hygiene and Physical Education one of the following six-hour courses: 318, 323, 350, an approved graduate course in an allied department, or a thesis.

Students are referred to the Bulletin of the Graduate Department of Hygiene and Physical Education.

GRADUATE WORK

(For a full description, see the Bulletin of the Graduate Department of Hygiene and Physical Education)

Graduates of colleges of satisfactory standing are admitted to the graduate work of the department. For the full professional course leading to the teaching certificate and to the master's degree, two years are required. Students, however, who as undergraduates have

completed a major in Hygiene and Physical Education may fulfill the requirements for the master's degree in one year.

CERTIFICATE IN HYGIENE AND PHYSICAL EDUCATION

Candidates should present for admission one year of Chemistry (Chemistry completed in secondary school may be accepted), one semester of Psychology or Educational Psychology, one semester of Principles of Education, and six additional hours from one or more of the following fields: Bacteriology, Biology, Hygiene, Physics, Sociology, and Psychology. Whenever possible the equivalent of Mammalian Anatomy (Zoölogy 301 and 313) and Physiology (Zoölogy 302) should be presented for admission. The following electives are suggested: courses in French or German, Economics, Education, Sociology, Psychology, Bacteriology, Biology, Physics, and Music. Students planning to teach in public schools should include Education courses required for state certification in their undergraduate program.

It is desirable for candidates to have completed, before admission, at least an elementary course (high school, camp, or undergraduate college courses) in as many as possible of the following physical education activities: Archery, Badminton, Baseball, Basket Ball, Canoeing, Fencing, Golf, Hockey, Lacrosse, Riding, Rowing, Soccer, Speedball, Swimming and Life Saving, Tennis and Volley Ball; Folk, Modern, Social, and Tap Dance; Fundamental Gymnastics (Danish) and Apparatus.

MASTER OF SCIENCE IN HYGIENE AND PHYSICAL EDUCATION

Graduate students who have qualified for advanced study and research, who have completed or are completing the requirements for the Certificate, and who have given evidence of a reading knowledge of French or German, may register for and complete in one or two years the twenty-four hours required for the M.S. degree in Hygiene and Physical Education. This requirement may be fulfilled by electives from the following: Hygiene and Physical Education 303, 318, 321, 322, 323, 350, thesis, and, with special permission, graduate courses in closely allied fields.

200. TECHNIQUE OF TEACHING SPORTS.

Advanced technique, methods of coaching and officiating:

(*a*) Basket ball, (*b*) hockey—each two hours a week in the fall.
(*c*) Swimming—two hours a week first semester.
(*d*) Badminton—one hour a week in the winter, first semester.
(*e*) Archery, (*f*) soccer—each one hour a week in the spring.
(*g*) Tennis—two hours a week in the spring.

Required of first-year graduate students who have completed at least elementary courses in the activities listed. Four hours, plus one hour a week of lecture in the winter.

(*h*) Golf—two hours a week in the fall.

Required of second-year graduate students who have completed at least an elementary course in golf. Two hours a week in the fall.

MISS BEAL, MISS JOHNSON, MISS SCHROEDER, MISS EASTBURN.

201. TECHNIQUE OF TEACHING SPORTS.

(*a*) Canoeing—one hour a week in the fall.

(*b*) Fencing—two hours a week in the winter, first semester.

(*c*) Squash—one hour a week in the fall or winter, second semester.

(*d*) Lacrosse—one hour a week in the spring.

(*e*) Life Saving and Water Safety Instructor's Course—three hours a week, first semester.

Open to graduate students. MISS BEALL, MISS LOWRY, MISS WELLS, MISS JOHNSON, MISS EASTBURN.

203. TECHNIQUE OF TEACHING GYMNASTICS, APPARATUS, AND TUMBLING.

Lectures on gymnastic terminology, selection and adaptation of material, progression; methods of presentation with practice in teaching.

Required of first-year graduate students who have completed an elementary course in fundamental gymnastics (Danish) with apparatus. Two hours a week in the winter. MISS BEALL.

204. TECHNIQUE OF TEACHING RHYTHMIC ACTIVITIES.

Fundamental principles, methods, and materials, practice in teaching. Dramatic play, singing games, rhythmic fundamentals; folk, tap, and social dance; introduction to modern dance.

Required of first-year graduate students. Six hours.

MISS MACEWAN, MISS BEALL.

207. MEASUREMENT IN PHYSICAL EDUCATION.

The development and use of objective measurements and statistical methods in hygiene and physical education.

Required of first-year graduate students. This course counts four hours toward the B.A. degree. MRS. SCOTT.

208. LEADERSHIP IN PLAY AND RECREATION.

Growth and development of the child and adolescent; play in education. Selection and adaptation of play activities for different age periods. Principles and methods of teaching. Administrative organization of municipal recreation departments and other agencies. Program planning for recreation in school and community.

Required of first-year graduate students. Psychology or Educational Psychology is prerequisite. Four hours, counting for the B.A. degree for those students registered for the five-year course. MISS BEALL, MISS COOK.

210 (2). PHYSICAL EXAMINATION AND FIRST AID.

Purpose and technique of the physical examination, methods of recording, and the interpretation of findings. The structural growth and development of the child, with special reference to growth rates, norms, and ratios.

Standard course in First Aid, leading to the American Red Cross certificate.

Required of first-year graduate students. Three hours. MISS WELLS.

213. MODERN DANCE.

(*a*) Technique of Teaching Modern Dance.

The significance of dance in racial development and in education. The inter-relationships of various forms of dance. Problems in developing techniques in dynamics, rhythmics, and design. Lectures, discussion, practice in teaching.

Required of second-year graduate students. Prerequisite: elementary and intermediate courses in modern dance or the special section of 126 for professional students (meeting two hours a week throughout the year). Two hours a week during the winter.

(*b*) Problems in Dance Composition.

Thematic material, form and design, methods of development, criteria for evaluation.

Open to second-year graduate students who have completed 213 (a) or its equivalent. Three hours a week during the spring. MISS MACEWAN.

214. SUPERVISED TEACHING.

Responsible teaching experience, under supervision, in elementary and secondary schools and in college undergraduate activities.

Required of second-year graduate students. Nine hours a week, exclusive of individual conferences. MISS COOK AND THE STAFF.

216 (2). MUSIC IN RELATION TO DANCE.

Musical notation, and structure of music in relation to movement; survey of pre-classic dance forms; technique of percussion.

Open to first-year graduate students. One hour. MRS. HODGSON.

301. MAMMALIAN ANATOMY.

(Zoölogy 301—See Department of Zoölogy and Physiology.)

313. MAMMALIAN ANATOMY.
(Zoölogy 313—See Department of Zoölogy and Physiology.)

302. PHYSIOLOGY.
(Zoölogy 302—See Department of Zoölogy and Physiology.)

303. KINESIOLOGY.
First semester: principles of body mechanics; analysis of fundamental movements in terms of joint mechanism and muscle action. Second semester: anatomical and mechanical analysis of sports, dancing, gymnastic exercises, and everyday activities, with particular emphasis on the promotion of normal physical development and the improvement of performance.
Required of first-year graduate students. Course 301 or its equivalent is prerequisite. Course 301 may be taken concurrently. Physics, while not required, is strongly recommended. This course counts six hours toward the B.A. degree, or the M.S. degree in Hygiene and Physical Education. MISS WELLS.

304. PRINCIPLES AND PHILOSOPHY OF PHYSICAL EDUCATION.
Study and discussion of the aims and objectives of physical education, including historical development, relation to the general field of education, and analysis of present-day programs and methods in terms of objectives.
Required of second-year graduate students. Four hours. MISS ELLIOTT.

306 (2). ORGANIZATION AND ADMINISTRATION.
The study of procedures upon which the teaching situation depends; i.e., selection and adaptation of activities, examination and grouping of pupils, testing the results of teaching, evaluation of the teacher and leader, provision of equipment, department organization. Illustrative problems selected from elementary, secondary schools, colleges, and recreation agencies.
Required of second-year graduate students. Two hours. MISS ELLIOTT.

309. ORTHOPEDIC AND REMEDIAL PHYSICAL EDUCATION.
The study of body mechanics, corrective exercise, and massage. Preparation for teaching Corrective Physical Education. Lectures by an orthopedist with observation and practice in orthopedic clinics.
Required of second-year graduate students. The first semester of course 303 or its equivalent is prerequisite. Six hours. MISS WELLS, DR. MACAUSLAND.

318. PROBLEMS IN HEALTH, PHYSICAL EDUCATION, AND RECREATION.
Discussion of trends and current problems in these fields.
Open to second-year graduate students who have had the equivalent of courses

304 and 306. By permission students may elect either semester as a semester course. This course counts six hours toward the M.S. degree in Hygiene and Physical Education. MISS ELLIOTT, MISS BEALL, MISS COOK.

321. APPLIED PHYSIOLOGY.

The application of human physiology to the problems of hygiene and physical education. The physiological aspects of exercise, fatigue, coördination, training, growth, functional tests, nutritional standards, and other topics related to the teaching of health and physical education.

Required of second-year graduate students. Hygiene 207 and Zoölogy 302, or their equivalents, are prerequisite. Course 207 may be taken concurrently with the permission of the instructor. Three hours a week of lecture and recitation for a year, and one two-hour laboratory period in the winter, counting six hours. This course counts six hours toward the M.S. degree in Hygiene and Physical Education. MISS HALL.

322. HEALTH PROBLEMS OF SCHOOL AND COMMUNITY.

Social, economic, and educational influences on health. Principles and policies in conducting a health program. Health services, environmental hygiene, instruction and guidance, curriculum construction, appraisals, methods, and materials. Special problems in various areas of health.

Required of second-year graduate students. Five periods a week; in general three of class work and two of field work, counting six hours. This course counts six hours toward the M.S. degree in Hygiene and Physical Education. MISS COOK, AND SPECIAL LECTURERS.

323. SEMINAR IN HYGIENE AND PHYSICAL EDUCATION.

Brief survey of methods of research. Analysis of problems met in undertaking a special study, and in applying various techniques, by means of the individual project selected by each student. Oral and written reports; group discussion; evaluation of completed research reports.

Open to second-year graduate students. By permission students may elect either semester of this course. This course counts six hours toward the M.S. degree in Hygiene and Physical Education. MISS SCHROEDER AND OTHER MEMBERS OF THE STAFF.

350. RESEARCH OR INDIVIDUAL STUDY.

With the permission of the department, qualified graduate students may arrange for directed individual study in Hygiene and Physical Education.

Open to second-year graduate students. Two to six hours. This course counts toward the M.S. degree in Hygiene and Physical Education.

ITALIAN

Professor: GABRIELLA BOSANO, DOTTORE IN FILOLOGIA MODERNA (Chairman).

Associate Professor: ANGELINE LA PIANA, DOTTORE IN LETTERE.

The language of the classroom is Italian except for occasional necessary explanations of grammar and idiom.

A limited number of qualified students are permitted, when practicable, to spend the junior year in Italy with the foreign study group of Smith College.

101. ELEMENTARY COURSE.

Grammar, with written and oral exercises; reading and sight translation; conversation. A general view of Italian civilization is given through reading and conversation.

Open to students who do not present Italian for admission. Six hours.

MISS BOSANO, MISS LA PIANA.

102. PRACTICAL PHONETICS.

Exercises in pronunciation based on reading aloud short passages of prose and poetry and on singing of Italian folksongs. Emphasis on rhythm and melody of the spoken language and on practical application (radio work) of scientific phonetics.

Open to students who are taking 101 and required of students majoring in Italian. Two hours. MISS BOSANO.

103. INTRODUCTION TO THE STUDY OF THE ITALIAN RENAISSANCE.

First semester: intense study of the Italian language and of the background for a general knowledge of Italy in the Renaissance. Second semester: reading and discussion of selections from outstanding Italian authors of the period such as: Petrarca, Boccaccio, Vasari, Leonardo da Vinci, Machiavelli, Castiglione, Bandello, Tasso, and Guarino. The language used in the classroom is English.

No prerequisite. Open to seniors and, by special permission, to juniors. Six hours. MISS BOSANO.

201. HISTORY OF ITALIAN LITERATURE IN THE TWENTIETH CENTURY.

Emphasis on drama and fiction as represented by the works of D'Annunzio, Pirandello, Deledda, and others.

Prerequisite, 101 or equivalent. Six hours. MISS LA PIANA.

202. THE ROMANTIC MOVEMENT AND THE CLASSICAL REACTION IN THE NINETEENTH CENTURY. (Not offered in 1942–43.)

A detailed study of the works of A. Manzoni and his school and of G. Carducci and his literary group.

Prerequisite, 101 or equivalent. Six hours.

205 (1). COMPOSITION.

Difficult parts of Italian grammar and syntax. Free composition with special attention to letter writing. The subject matter will deal chiefly with contemporary Italy.

Open to students who have completed 101 and are taking 201 or 207. Two hours. MISS LA PIANA.

206 (2). CONVERSATION.

Dealing especially with the various aspects of Italian contemporary life to give to the student a larger vocabulary and correct pronunciation, ease and freedom of expression and clear phrasing. The geographical and historical background is illustrated with slides.

Open to students who have completed 101 and are taking 201 or 207. Two hours. MISS LA PIANA.

207. THE REALISTIC AND PSYCHOLOGICAL NOVEL IN THE NINETEENTH CENTURY. (Not offered in 1942–43.)

An intensive study of the work of G. Verga of the school of realism, and of A. Fogazzaro and the psychological novel. Additional reading and *analisi estetica* of selected poems of G. Parini, U. Foscolo and G. Leopardi.

Prerequisite, 101 or equivalent. Six hours.

301.* DANTE AND HIS TIME.

The outstanding characteristics of the Middle Ages and its writers. The reading of Dante's *Divina Commedia* and *Vita Nuova* in the original and in full.

Open, by permission, to juniors and seniors who have completed or are taking 201 or 202. Six hours. MISS BOSANO.

305 (2).* COMPOSITION.

A comparative study of Italian grammar with reference to Latin and to the Romance languages. A careful analysis of passages from masterpieces. Translation from English into Italian. Free composition with special attention to essays and literary criticism.

Open to students who have completed 101, 201 or 202, and are taking 301 or 308. Two hours. MISS LA PIANA.

306 (1).* CONVERSATION.

Conversation based on reading and discussion of articles from leading Italian literary magazines and reviews, such as *La Critica, Il giornale storico della letteratura italiana, La nuova antologia, Il dramma.*

* It will be the privilege of students in grade III courses to have access to the manuscripts and early—often contemporary—editions of Italian authors contained in the Frances Pearsons Plimpton Collection.

Open to students who have completed 101, 201 or 202, 207, and are taking 301 or 307. Two hours. MISS LA PIANA.

307.* DRAMA AND SHORT STORIES IN THE ITALIAN RENAISSANCE.

Emphasis on the plays of Poliziano, Guarini, Machiavelli, Ariosto, Tasso, Aretino, and Lasca, and on the short stories of Boccaccio and Bandello.

Open, by permission, to juniors and seniors who have completed or are taking 301. Six hours. MISS BOSANO.

308.* HISTORY AND EPICS IN THE ITALIAN RENAISSANCE. (Not offered in 1942–43.)

A detailed study of Machiavelli's and Guicciardini's works, considered as literary masterpieces, and the poems of Pulci, Boiardo, Ariosto, and Tasso.

Open, by permission, to juniors and seniors who have completed or are taking 301. Six hours. MISS BOSANO.

309.* SEMINAR. REVIVAL OF CLASSIC LEARNING IN ITALY AND ESPECIALLY IN FLORENCE DURING THE FOURTEENTH AND FIFTEENTH CENTURIES. (Not given in 1942–43.)

Development of Italian Humanism from F. Petrarca to A. Poliziano traced so that students may estimate the achievements of a new era in Italian civilization.

Open to graduate students and, by permission, to seniors. Six hours. MISS BOSANO.

310.* SEMINAR. MODERN ITALIAN DRAMA. (Not offered in 1942–43.)

Development of the drama during the seventeenth and eighteenth centuries, from the *Commedia dell'arte* to Goldoni and Alfieri.

Open to graduate students and, by permission, to seniors. Six hours. MISS LA PIANA.

350. RESEARCH OR INDIVIDUAL STUDY.

By consultation with the department students may arrange for individual work.

Open, by permission, to juniors and seniors who have completed or are taking a course of grade III in the department. Two to six hours.

DIRECTIONS FOR ELECTION

A major in Italian is generally based on 101. It is very desirable that students majoring in Italian should have had or be taking a col-

* It will be the privilege of students in grade III courses to have access to the manuscripts and early—often contemporary—editions of Italian authors contained in the Frances Pearsons Plimpton Collection.

lege course in one of the ancient or modern languages, and should elect such courses in History and Art as deal in whole or in part with Italian civilization and culture. Such courses will be required of students working for honors.

Students taking a twenty-four-hour major should include 102, 201 or 202 or 207, 301, 305, 306, 307 or 308.

Students taking a thirty-hour major should include 102, 201, 202 or 207, 301, 305, 306, 307 or 308.

NOTE:—101 may not count toward the major.

General Examination

The general examination for students taking a major in Italian will be based largely on the work done in the courses of grades II and III, and will be of such a character as to bring out the interrelation of these courses, bearing in mind that while some appear to be more closely articulated than others, they all make their contribution to the cultural development of Italian life. Some of the questions will have a direct bearing on the content of the courses, while others will be of a more general character, and will best be answered by opinions expressed and deductions drawn.

The results of the elementary work will appear in the degree of accuracy and ease of expression shown in the written portion of the examination, but especially in translating from English into Italian and vice versa.

LATIN

Associate Professor: DOROTHY MAE ROBATHAN, PH.D. (Chairman)
Assistant Professors: MARGARET ELIZABETH TAYLOR, PH.D.
CHARLOTTE ELIZABETH GOODFELLOW, PH.D.

101. THE GOLDEN AGE OF LATIN LITERATURE.

The reading will be chosen from the following topics: studies in mythology from Ovid's *Metamorphoses* or *Fasti;* legendary Rome in Livy's *History*, Bk. I; Cicero's philosophy in the *De Senectute* or *De Amicitia;* lyric verse in the shorter poems of Catullus and the *Odes* and *Epodes* of Horace.

Prerequisite, four admission units of Latin, or 103 or 106; or, by permission, three units including one of Vergil. Six hours.

MISS TAYLOR, MISS ROBATHAN.

103. VERGIL OR CICERO.

A. *Æneid* I–VI, with selections from the later books and from other Latin poets.

B. Readings from Cicero's *Letters* and *Orations* and from other authors selected to meet the needs of the students.

Prerequisite, three admission units of Latin, or for especially recommended students, two units, or 107. Those who read poetry in the third year will elect B; those who read prose will elect A. Six hours.

MISS GOODFELLOW, MISS TAYLOR.

104 (1). ROMAN LIFE AND CUSTOMS.

A study of Roman civilization through the medium of its social conditions, religious customs, education, amusements, buildings, etc. Lectures illustrated by lantern slides, photographs, coins, and other Roman antiquities. The required reading will be in English.

No prerequisite. Three hours. MISS ROBATHAN.

105 (2). LATIN LITERATURE IN ENGLISH TRANSLATIONS.

The most important poets and prose writers, with emphasis upon those authors who have especially influenced modern forms of literature. Lectures on the development of Latin literature.

No prerequisite. Not open to students who have had or are taking 101. Three hours. MISS GOODFELLOW.

106. MEDIÆVAL LATIN.

Readings from Latin writers in the fields of literature, history, and philosophy of the Middle Ages, including Cassiodorus, Gregory the Great, Bede, Geoffrey of Monmouth, John the Scot, Erasmus, Abelard, the chroniclers of the Crusades, the romancers of the *Gesta Romanorum*, religious drama, songs of the Goliards, and church hymns. Only so much attention will be given to linguistic study as the reading requires.

Prerequisite, three or more admission units of Latin, or for especially recommended students, two units, or 107. Six hours. MISS GOODFELLOW.

107. BEGINNING LATIN. (Offered on request.) (Not given in 1942–43.)

The aim of the course is to acquire in one year sufficient knowledge of grammar and syntax to enable the student to read Latin authors. Reading will include simple Latin and selections from classical writers.

Open to students who do not present Latin for admission. Six hours.

MISS ROBATHAN.

202 (2). VERGIL.

Selections from the *Eclogues*, *Georgics*, and *Æneid*. Study of the poet's early work in pastoral romance, and his later development through didactic epic, the *Georgics*, to the heroic epic of the *Æneid*.

Prerequisite, 101. Three hours. MISS TAYLOR.

203 (1). COMEDY. PLAUTUS AND TERENCE.

Careful study of two plays followed by the rapid reading of others. The sources of Latin comedy, its linguistic and literary features, and its influence upon later literature.

Prerequisite, 101. Three hours. MISS GOODFELLOW.

204 (2). TACITUS AND PLINY.

The *Agricola* of Tacitus, with selections from the *Histories;* Pliny's *Letters.* Reports on special topics concerned with the literary style and social background of these authors.

Prerequisite, 101. Three hours. MISS ROBATHAN.

205 (1). CICERO.

Selections from the philosophical works and letters.

Prerequisite, 101. Three hours. MISS TAYLOR.

206. LATIN WRITING.

Practice in turning connected English passages into Latin. Emphasis upon accuracy of expression and correct idiom.

Prerequisite, 101. Two hours. MISS ROBATHAN.

213 (2). THE EPIC AS A CONTINUING TYPE IN GREEK, LATIN, AND ENGLISH LITERATURE.

For description and prerequisites, see English Literature 213.

302 (1). SATIRE. HORACE AND JUVENAL.

The origin and development of satire as a literary form. Special emphasis upon the satires of Horace and Juvenal; other Roman satirists studied by topics and reports. Sight reading in Martial.

Prerequisite, a year of grade II. Three hours. MISS ROBATHAN.

303 (1). LATIN EPIGRAPHY. (Not offered in 1942–43.)

Selected inscriptions studied both for form and content as sources for the study of Roman public and private life.

Prerequisite, a year of grade II. Three hours. MISS ROBATHAN.

304 (2). TOPOGRAPHY OF ROME. (Not given in 1942–43.)

The early history of Rome, its development, the construction and furnishings of typical public and private buildings in the capital and in provincial towns. Such study of the material surroundings is connected with the literary and social development of the Roman people, and is introductory to further work in classical archæology.

Prerequisite, a year of grade II. Three hours. MISS ROBATHAN.

306 (2). STUDIES IN ROMAN RELIGION.

The changing religious experience of the Republican period and of the early Empire; the influence of Oriental cults. Readings from the sources, especially from Livy, Cicero, and Ovid.

Prerequisite, a year of grade II. Three hours. MISS TAYLOR.

307 (2). PROSE LITERATURE OF THE LATER EMPIRE. (Not offered in 1942–43.)

The Latin novel, its origin and development: Petronius, Apuleius. The Christian apology, a study of the conflict of pagan and Christian thought: Minucius Felix, Tertullian.

Prerequisite, a year of grade II. Three hours. MISS TAYLOR.

308. LATIN WRITING. ADVANCED COURSE. (Not offered in 1942–43.)

Open by permission of the instructor to students who have completed 206. Two hours. MISS ROBATHAN.

309 (1). PROSE LITERATURE OF THE EARLY EMPIRE. (Not given in 1942–43.)

History: Livy, Tacitus, Suetonius, Velleius Paterculus. Reading based on choice of topics.

Prerequisite, a year of grade II. Three hours. MISS GOODFELLOW.

310 (1). POETRY OF THE REPUBLIC.

The beginnings of Latin poetry, the earlier poets, with main emphasis upon poets of the Ciceronian Age, Catullus and Lucretius.

Prerequisite, a year of grade II. Three hours. MISS TAYLOR.

312 (2). POETRY OF THE EMPIRE.

Elegy: Tibullus, Propertius, Ovid. Selections from representative poets of the later period. The course may be given in one weekly appointment.

Prerequisite, a year of grade II. Three hours. MISS ROBATHAN.

350. RESEARCH OR INDIVIDUAL STUDY.

Open to graduate students and, by permission, to seniors. Two to six hours.

DIRECTIONS FOR ELECTION

A major in Latin is based on 101. Any other grade I course may be counted in a thirty-hour major except 107. Course 213 may not be counted toward a major in Latin. Students intending to major in Latin are advised to take at least one course in Greek, and a course in Roman History. Art 209 and 320 may be counted toward a thirty-hour major

in Latin by students who are at the same time taking a course of grade III in Latin. No students are recommended as teachers of Latin who have not had at least one full course of grade III and 206.

Students interested in classical archæology are referred to the statement on page 64 in regard to a major in that field.

General Examination

Every student who presents herself for the general examination in Latin shall be required to show:

(1) Her ability to use the language by translation at sight of passages in prose and verse.

(2) A general knowledge of the history of Latin literature from its beginnings through the reign of Trajan, and of as much of the historical and social background as is necessary for understanding the literature.

(3) Familiarity with the specific fields of literature which have been covered in the courses elected by the individual student.

MATHEMATICS

Professor: Lennie Phoebe Copeland, ph.d. (Chairman)
Associate Professor: Marion Elizabeth Stark, ph.d.
Assistant Professor: Helen Gertrude Russell,[1] ph.d.
Instructors: Katharine Elizabeth Hazard, ph.d.
Alberta Schuettler, m.a.
Lecturer: Evelyn Prescott Wiggin, ph.d.

Course 106 is for students who have not had a course in trigonometry, 107 is for those who have spent a half-year in studying this subject.

Students should consult the announcements of the departments of Astronomy, Chemistry, Economics, Philosophy, and Physics for courses to which Mathematics is either an absolute or an alternative prerequisite.

105. Elementary Algebra, Trigonometry, Introduction to Analytic Geometry. (Not given in 1942–43.)

Elementary algebra, including an introduction to the theory of equations and determinants. A brief course in trigonometry. Analytic geometry of the straight line.

Prerequisite, two admission units in Mathematics. Not open to students who present three units in Mathematics. Six hours.

106. Trigonometry, Introduction to Calculus, Analytic Geometry.

Algebraic trigonometry and the solution of oblique triangles. An introduction to the theory of limits and derivatives. The study of a polynomial in one variable—its roots, maximum and minimum values, and its graph. Determinants. Analytic geometry of the straight line

[1] Absent on leave.

and conic sections, polar coördinates, translation of axes. This course aims to give students some acquaintance with advanced methods as well as advanced subjects. Earlier work in algebra is extended, algebra is applied to geometry, and new methods are given for the study of the graph of a function.

Prerequisite, three admission units in Mathematics. Six hours.

MISS STARK, MISS HAZARD, MISS SCHUETTLER.

107. INTRODUCTION TO CALCULUS, ANALYTIC GEOMETRY.

This course is similar to 106, except that it assumes an acquaintance with trigonometry. This makes it possible to carry farther the work in analytic geometry.

Prerequisite, four admission units in Mathematics or a course in trigonometry equivalent to that outlined by the College Entrance Examination Board. As the work covered by the fourth unit is not uniform in all schools, students in this course will as far as possible be given individual instruction. Six hours.

MISS COPELAND, MISS STARK.

201. ANALYTIC GEOMETRY AND CALCULUS. (Not offered in 1942–43.)

The analytic geometry of the conic sections; selected topics in differential and integral calculus with applications.

Prerequisite, 105. Six hours.

202. DIFFERENTIAL AND INTEGRAL CALCULUS.

A study of derivatives and rates of change, with applications to the conic sections and curves of higher order, and to series; integration as the inverse of differentiation and as a process of summation, with some work on the lengths of curves, on areas and on volumes.

Prerequisite, 106 or 107. Six hours. MISS COPELAND, MISS WIGGIN, MISS SCHUETTLER.

203 (2). HISTORY OF ELEMENTARY MATHEMATICS.

The evolution of the fundamental concepts of Mathematics. Great mathematicians and their chief contributions to elementary Mathematics. A brief survey of modern developments in Mathematics and its literature. A standard text is used, supplemented by rare old books in the mathematical library.

Prerequisite or corequisite, 201 or 202. Three hours. MISS HAZARD.

205 (1). INTRODUCTION TO MATHEMATICAL STATISTICS.

Statistical methods, with special emphasis on the use of elementary Mathematics and calculus in the development of theory and in practice. Frequency distributions, graphic representation, measures of dispersion, the normal curve, correlation, and a brief study of curve fitting and probability.

Prerequisite or corequisite, 202. Two hours of lecture and one three-hour laboratory period a week, counting three hours. MISS HAZARD.

206. DESCRIPTIVE GEOMETRY I.

The theory and practice of the representation of geometric figures. The use of two or more planes of projection in representing lines, surfaces, and solids. Intersections and shadows.

Open to students who have completed or are taking 201 or 202. All must have a knowledge of the elements of solid geometry. The department will give directions for gaining readily the necessary acquaintance with this subject. One period of lecture with one period of laboratory a week, counting two hours. MISS STARK.

208. DESCRIPTIVE GEOMETRY II.

Special methods for the construction of curves and solids. Intersections of curved surfaces. Different types of perspective.

Prerequisite, 206. One period of lecture with the equivalent of one laboratory period a week, counting two hours. MISS STARK.

302. FUNCTIONS OF A REAL VARIABLE.

The number system of algebra; continuity and other properties of functions; convergence of series; representation of functions by power series; theory of integration. Infinite products, infinite integrals, Fourier series, and other allied subjects.

Prerequisite, 202. Six hours. MISS STARK.

303 (1).* DIFFERENTIAL EQUATIONS.

An introductory course in ordinary and partial differential equations.

Prerequisite, 201 or 202. Three hours. MISS WIGGIN.

304 (2). INTRODUCTION TO MODERN ALGEBRAIC THEORY.

Topics in algebraic theory which are of importance in the study of geometry and analysis as well as in the development of higher algebra.

Prerequisite, 201 or 202. Three hours. MISS WIGGIN.

305 (1). INTRODUCTION TO DIFFERENTIAL GEOMETRY. (Not offered in 1942–43.)

Calculus applied to geometry of two and three dimensions, including a study of twisted curves.

Prerequisite, 202. Three hours.

308. FUNCTIONS OF A COMPLEX VARIABLE.

Elementary treatment of analytic functions with applications to

* Astronomy 302 or Physics 305 if preceded by Mathematics 303, may be counted toward a major in Mathematics.

elliptic and harmonic functions. Infinite series, transformations, and conformal mapping.

Prerequisite, 302. Six hours. MISS COPELAND.

309. MODERN ANALYTIC GEOMETRY.

Projective geometry of the plane studied by means of algebra. Topics considered include principle of duality, homogeneous point and line coördinates, cross ratio, projective transformations, and projective theory of conics.

Prerequisite, 202. Six hours. MISS HAZARD.

350. RESEARCH OR INDIVIDUAL STUDY.

Open by permission of the department to qualified seniors. Three hours for a semester or six hours for a year.

DIRECTIONS FOR ELECTION

A major must include at least twelve hours of grade III.

The ability to read French, German, or Italian is required in all grade III courses. A reading knowledge of more than one of these languages is desirable.

Only those students who have completed satisfactorily at least six hours of grade III in the department will be recommended as teachers of Mathematics.

GENERAL EXAMINATION

Modern Mathematics is a many sided subject, including fields widely diverse in nature. Work in each of these fields, however, requires as a basis an understanding of the fundamental principles and methods of analytic geometry and the differential and integral calculus. This implies skill in the use of elementary algebra, geometry, and trigonometry as tools. Each student majoring in Mathematics is therefore expected to spend two years in gaining acquaintance with the elements of these essential subjects. On this foundation rests more advanced work of three types: analysis, geometry, and applied mathematics. The work offered by the department in these fields is as follows:

Analysis: 302, 303, 304, 308.

Geometry: 206, 208, 305, 309.

Applied Mathematics: 205, 206, 208, 303, Physics 305, Astronomy 302 or 303.

Course 203, History of Mathematics, is supplementary to all these fields.

The general examination will include some questions on the fundamental subjects and some on the more advanced subjects, with special emphasis on the interrelations between the courses.

MUSIC

Professor: HOWARD HINNERS, B.A. (Chairman)
Assistant Professor: HUBERT WELDON LAMB, B.A.
Research Librarian: HELEN JOY SLEEPER, M.A., MUS.B.
Instructors: BARBARA GOLDSMITH TRASK, M.A.
JAN LA RUE, B.S., M.F.A
Lecturer: MARGARET MARION MACDONALD, B.A.
DIRECTOR OF CHOIR

(For list of Instructors in Practical Music, see page 133)

I. MUSICAL THEORY

The courses in theory and history are open to all students without regard to previous musical knowledge, and count toward the B.A. degree. The history and theory courses are subject to no separate tuition fee.

101. FUNDAMENTALS OF MUSIC.

Rudiments, major, minor and ecclesiastical modes, intervals, chord construction, harmonic and formal analysis of examples from the classical period. Drill in clef-reading and in the playing of cadences. Intensive work in ear-training and sight-singing.

Open to students who do not offer harmony for admission. This course or 102 or, by permission, 201 or 203 or 208, is required of all freshmen who elect Practical Music. Not to be counted toward a major. Four periods a week, one of lecture and three of dictation, counting six hours. MISS TRASK.

102. ELEMENTARY MUSICAL ANALYSIS.

An analytical study of the elements of music and the principles of harmony as exemplified in the music of the eighteenth and early nineteenth centuries. The work differs from that of course 101 in that the emphasis is on harmonic and formal analysis rather than on ear-training. This course is designed to provide students with the technical background necessary for the study of the history of music, and is intended for those who do not propose to major in Music but who wish to take more than one course in the department.

Open to students who do not offer harmony for admission. This course may be taken to fulfill the theory requirement for Practical Music. It does not serve as a prerequisite for 201 or 203. Not to be counted toward a major. Students taking this course may not also elect either 101 or 206. Six hours. MISS TRASK.

201. HARMONY.

Major and minor triads and their inversions, elementary modulation, suspensions and other non-harmonic tones. Harmonization of

simple melodies and basses, figured and unfigured. Dictation and analysis.

Open to students offering harmony for admission and to those who have completed 101, or who can satisfy the instructor, by a special test in ear-training, of their ability to take the course. All candidates for the course must have an elementary knowledge of piano or organ playing sufficient to enable them to play simple hymn-tunes at sight. Six hours. MR. HINNERS.

203. ELEMENTARY COUNTERPOINT.

Strict counterpoint and canon. Composition in two and three voices in the styles of the sixteenth, seventeenth, and eighteenth centuries. Analysis.

Open to students offering harmony for admission and to those who have completed 101, or who can satisfy the instructor, by a special test in ear-training, of their ability to take the course. Six hours. MR. LAMB.

205. SOUND (Physics 205. See Department of Physics).

206. INTRODUCTION TO MUSICAL LITERATURE.

An historical survey course designed to develop the student's musical understanding, insight, and powers of observation through the study of music of various styles and periods. No previous knowledge of music is required.

Open only to juniors and seniors who have had no other course in the department. Three hours of lecture and one section meeting a week, counting six hours. MISS MACDONALD.

208. SURVEY OF MUSIC FROM 1750 TO THE PRESENT.

The characteristic features of various styles as represented in the works of leading composers from Haydn to Hindemith. Relationships between the musical developments and contemporary social and cultural aspects of the two centuries.

Open to students offering harmony for admission and to those who have completed 101 or 102. Six hours. MR. LA RUE.

304. HISTORY OF MUSIC TO 1750.

First semester: a study of Gregorian chant and the rise of polyphony to its culmination in the works of Palestrina and Lassus. Second semester: the evolution of dramatic and instrumental style throughout the baroque period.

Open to juniors and seniors who have completed 201 or 203 or 208. Six hours. MR. LAMB.

309 (1). SEMINAR: THE PERIOD OF BACH AND HANDEL. (Not given in 1942–43.)

For 1942–43 the subject will be the concerto grosso, and the solo and ensemble sonata.

Open to juniors and seniors who have completed 201 or 203 or 208. Three hours. MR. LA RUE.

310. ADVANCED HARMONY.

Dominant and secondary seventh and ninth chords, altered chords and modulation to remote keys. Harmonization of more extended melodies and basses, involving some of the elementary principles of musical composition. Advanced dictation, keyboard work, and analysis.

Open to juniors and seniors who have completed 201. Six hours. MR. HINNERS.

315. ORCHESTRATION. (Not offered in 1942–43.)

The technique and function of the instruments of the orchestra. The development of orchestral style from 1700 to the present day. Exercises in elementary orchestration.

Open to graduates and, by permission, to juniors and seniors who have completed 201, 203, and 310; and, by permission, to students who have completed 201, and 203 or 310, and are taking 310 or 203. Six hours. MR. LAMB.

317 (2). SEMINAR: HAYDN AND MOZART AND THEIR PREDECESSORS.

For 1942–43 the subject will be the development of the classical concerto from C. P. E. Bach through Mozart.

Open to juniors and seniors who have completed 201 or 203 or 208. Three hours. MR. LA RUE.

318 (1). SEMINAR: BEETHOVEN AND HIS CONTEMPORARIES.

For 1942–43 the subject will be the piano compositions of Beethoven.

Open to juniors and seniors who have completed 201 or 203 or 208. Three hours. MR. LAMB.

319 (2). SEMINAR: THE ROMANTIC STYLE FROM 1840 TO 1900.

For 1942–43 the subject will be the symphony in Germany after Beethoven.

Open to juniors and seniors who have completed 201 or 203 or 208. Three hours. MR. LAMB.

323. SEMINAR: THE OPERA.

The origins and evolution of dramatic music. A study of operatic traditions from 1600 to the present.

Open to juniors and seniors who have completed 201 or 203 or 208. Six hours. MR. LA RUE.

324. Music Since 1900. (Not given in 1942–43.)

A study of contemporary practices in music. Analysis of works by leading European and American composers.

Open to juniors and seniors who have completed 208 and 304 and, by permission, to students who have completed or are taking 304. Six hours. MR. LAMB.

350. Research or Individual Study.

On consultation with the department, graduate students may arrange for directed study in theory, composition, or the history of music.

Three hours for a semester or six hours for a year.

II. Practical Music (Instrumental and Vocal Lessons)

Instructors in Practical Music: Malcolm H. Holmes, B.S. (Conductor of Orchestra and Director of Chamber Music)
Richard Burgin (Violin)
David Barnett, B.A. (Piano)
Carl Weinrich, B.A. (Organ)
Olga Averino (Voice)
Henriette d'Estournelles de Constant (Violoncello)

Freshmen may not elect instrumental or vocal music without course 101 or 102 or, by permission, 201 or 203 or 208. Work in Practical Music is not credited toward the B.A. degree, and there is an extra charge for such instruction.*

Instruction is provided in Voice, Piano, Organ, Violin, and Violoncello, and special arrangements may be made for instruction on other instruments. Lessons are thirty minutes in length. Instruction in Piano, however, is given both in classes and by individual lessons. In the case of elementary students, class instruction predominates. For more advanced students, the group work is supplementary and voluntary. Advanced string players and pianists are also eligible, without additional charge, for group instruction in the performance of chamber music.

Practical Music, subject to the restrictions above and under paragraph (*a*) below, is an elective, and students should notify the department of their election of the subject in the usual manner and at the proper time. It is offered to all students as stated below:

(*a*) Candidates for the B.A. degree may take Practical Music, provided that they obtain each year the permission of their Dean as well

* The charge for instruction for the college year in Piano, Organ, Violin, Violoncello, and Voice, on the basis of one lesson a week, is $75.00; for two lessons a week, $150.00. The charge for the use of a practice studio is at the rate of $15.00 for one period daily for the college year; for the organ in Music Hall, $20.00. The fee for vocal or instrumental music is payable in advance in two equal installments, and is not subject to return or deduction.

as of the chairman of the department; they must also take a full course in Musical Theory for each year's work in Practical Music until they have completed two six-hour courses in Musical Theory. After that, they may elect Practical Music without also electing a theory course.

(*b*) Graduates of Wellesley College or of other institutions may make special arrangement for instrumental or vocal lessons.

(*c*) Permission to practice in Music Hall cannot be given to students not regularly registered in the department.

(*d*) Students whose progress is not satisfactory may be required to discontinue their lessons.

DIRECTIONS FOR ELECTION

For a major, the following courses are required: 201, 203, 208, 304, 310.

Course 101, which does not count toward a major, is a prerequisite to the above sequence.

Suggested correlative subjects for students majoring in Music:

European History, Literature, Art, Physics 205.

Students majoring in Music should take their examinations to test their reading knowledge of a foreign language in either German or French. German, French, Italian, and Latin are, in the order named, important for graduate work in Music.

GENERAL EXAMINATION

The general examination will be a test of the student's knowledge of (1) musical theory (harmony, counterpoint, and composition); and (2) the history of music.

Required questions will deal with courses taken by all the major students. Questions on other courses will be wholly or partly optional.

PHILOSOPHY

Professors: THOMAS HAYES PROCTER, PH.D. (Chairman)
MARY LOWELL COOLIDGE, PH.D.
Assistant Professor: VIRGINIA ONDERDONK, B.A.

102 (1), (2). INTRODUCTION TO PHILOSOPHY.

A course designed to stimulate philosophical thinking, to give the student some acquaintance with metaphysical problems and some training in method. Discussion based on the reading of some important modern philosophical works.

Open to sophomores, juniors, and seniors, and, by permission of the Dean of Freshmen, to freshmen. Three hours. MR. PROCTER, MISS COOLIDGE.

107. INTRODUCTION TO PHILOSOPHY THROUGH GREEK THOUGHT.

A course based on the material presented by the Greek thinkers. An introductory discussion of the various Pre-Socratic schools. Special attention to Plato's *Apology*, *Crito*, *Phaedo* and *Republic* and to Aristotle's *Ethics* and to parts of the *Metaphysics*. Texts: Nahm, *Selections from Early Greek Philosophy;* Plato, *Dialogues* (Jowett translation); Aristotle, *Natural Science*, *Psychology*, *Ethics* (Wheelwright).

Open to sophomores, juniors, and seniors, and, by permission of the Dean of Freshmen, to freshmen. Six hours. MR. PROCTER.

108. LOGIC.

Training in argument and in logical criticism through the examination of fallacious reasoning compared with valid arguments. Emphasis on deductive logic, supplemented by some study of the principles of inductive logic and scientific methodology. A course designed to meet the practical needs of the student.

Open to sophomores, juniors, and seniors, and, by permission of the Dean of Freshmen, to freshmen. Two hours. MISS ONDERDONK.

203 (1). ÆSTHETICS.

A study of philosophical problems concerning the nature of beauty, of artistic creation, and of standards in criticism. Some attention to the relation of æsthetic to other values. Readings in such classical philosophers as Plato and Schopenhauer, and in such contemporary writers as Croce and Santayana.

Open to sophomores who have completed a course in Philosophy, and to juniors and seniors without prerequisite. Three hours. MISS COOLIDGE.

205 (2).* ETHICS. (Not offered in 1942–43.)

Study of representative ethical theories and their bearing upon practical moral issues. Discussion of such older moralists as Aristotle and Kant as well as those of later and contemporary writers.

Open to sophomores who have completed a course in Philosophy, and to juniors and seniors without prerequisite. Three hours. MISS COOLIDGE.

206 (2).* THE PHILOSOPHICAL ASSUMPTIONS OF DEMOCRACY.

A study of some of the ethical and metaphysical problems connected with the rise and with the interpretation of American democracy. Writings by Locke, Rousseau, Kant, Mill, etc., will be read for the understanding they give of the European contribution to American thinking; among the American writers special attention will be given to Jefferson, Emerson, James, Royce, and Dewey.

* Courses 205 and 206 will be offered in alternate years.

Open to sophomores who have completed a course in Philosophy and to juniors and seniors without prerequisite. Three hours. MISS COOLIDGE.

211 (2). INTRODUCTION TO PHILOSOPHY THROUGH THE PROBLEMS OF RELIGION.

A brief historical and psychological study of the religious consciousness leading to a discussion of the nature and validity of religious experience in contrast with other types of experience and of the philosophical problems involved in this contrast.

Open to sophomores who have completed a course in Philosophy, and to juniors and seniors without prerequisite. Three hours. MISS ONDERDONK.

214. STUDIES IN THE DEVELOPMENT OF MODERN PHILOSOPHY.

First semester: The philosophical systems of Spinoza, Leibniz, Locke, and Hume. Second semester: The Kantian philosophy and its developments in modern thought. Texts: Spinoza, *Ethics;* Leibniz, *Monadology* and *Discourse on Metaphysics;* Locke, *Essay on Human Understanding;* Hume, *Treatise of Human Nature;* Kant, *Critique of Pure Reason, Metaphysic of Morality,* and *Critique of Practical Reason;* Hegel, *Logic of the Encyclopedia.*

Open to sophomores who have completed a course in Philosophy, and to juniors and seniors without prerequisite. Open also, by special arrangement, to graduate students. Six hours. MISS ONDERDONK, MISS COOLIDGE.

306 (1). ADVANCED LOGIC.

A study of modern developments of logic including a discussion of the nature of a deductive system, the logic of classes, the calculus of propositions, and the logic of propositional functions.

Open to juniors and seniors who have completed or are taking a grade II course in Mathematics or Philosophy. Three hours. MISS ONDERDONK.

307. THE HISTORY OF GREEK PHILOSOPHY.

An advanced study of Greek Philosophy, offering more extended and more detailed readings in Plato (with emphasis on the later dialogues) and also in Aristotle, the Stoics, Epicureans, and Neo-Platonists. Texts of the Greek philosophers and Demos, *The Philosophy of Plato.*

Open to juniors and seniors who have completed six hours in the department and, by permission, to other seniors majoring in related departments. Open also to approved graduate students. Not open to students who have taken 107. Six hours. MR. PROCTER.

321 (1). SEMINAR: STUDY OF IDEALISM, NATURALISM, AND PRAGMATISM IN RECENT PHILOSOPHY.

The writings studied will include the works of Bradley, James, Dewey, and Bergson.

Open to juniors and seniors who have completed 214 or nine hours in Philosophy including a course in Greek Philosophy, and to graduate students. Three hours.
MISS COOLIDGE.

322 (2). SEMINAR: STUDIES IN THE PHILOSOPHIES OF THE LAST HALF CENTURY.

Papers and discussions based on representative readings from the writings of Russell, Alexander, the American Neo-realists, Santayana, and Whitehead.

Open to juniors and seniors who have completed 214 or nine hours in Philosophy including a course in Greek Philosophy, and to graduate students. Three hours.
MR. PROCTER, MISS ONDERDONK.

350. RESEARCH OR INDIVIDUAL STUDY.

Open to graduate students and seniors by permission. Two to six hours.

DIRECTIONS FOR ELECTION

A twenty-four- or thirty-hour major in Philosophy must include 214 and either 107 or 307, and Psychology 101 or 103. As courses supplementary to a Philosophy major may be suggested certain courses in Psychology, Mathematics, Natural Science, History, Biblical History, Political Science and Sociology, and in English, German, French, Latin and Greek literature.

For students majoring in Philosophy, either French, German, or Greek will be accepted in fulfillment of the language reading requirement.

GENERAL EXAMINATION

Students who plan to take the general examination in Philosophy may consult the department for advice in regard to preparation.

PHYSICS

Professors: LOUISE SHERWOOD MCDOWELL, PH.D. (Chairman)
LUCY WILSON, PH.D.
Associate Professors: ALICE HALL ARMSTRONG, PH.D.
DOROTHY HEYWORTH, PH.D.
Instructor: CATHERINE LOUISE BURKE, M.A.
Assistants: JANET BROWN GUERNSEY, B.A.
MARY SANDLAND SCHABACKER, B.A.
ADA MAE FINN ABUZA, B.A.

Lecturer: HEDWIG KOHN, PH.D.

101. ELEMENTARY PHYSICS.

A course designed to give an intelligent understanding of man's physical environment and the everyday applications of fundamental laws; to answer the questions we all ask as to why nature behaves as it

does: what laws govern the motion of automobiles, for example; what makes water boil and freeze; how electrons act to give us the varied phenomena of electricity; how sound waves differ from light waves and x-rays.

Open to all undergraduates. Three periods of lecture and discussion with one three-period laboratory appointment a week, counting six hours.

MISS MCDOWELL, MISS HEYWORTH, MISS WILSON, MISS ARMSTRONG, MISS BURKE, MRS. GUERNSEY, MISS KOHN, MISS SCHABACKER.

104. ELEMENTARY PHYSICS.

The same topics as in course 101: mechanics, heat, electricity, sound, and light, but with greater emphasis upon the mathematical development of the subject.

Prerequisite or corequisite, Mathematics 106 or 107. Three periods of lecture and discussion with one three-period laboratory appointment a week, counting six hours. MISS MCDOWELL, MRS. GUERNSEY, MISS KOHN, MISS SCHABACKER.

102 (1). SOUND AND LIGHT.

A preliminary study of vibratory and wave motions. In sound, applications to speech, hearing, acoustics of buildings, and the modes of vibration of simple musical instruments; in light, applications to the problems of illumination, to the production of color, and to optical instruments such as the microscope, telescope, and camera.

Prerequisite, one admission unit in Physics. Incoming freshmen may apply to the Dean of Freshmen, and sophomores to the chairman of the department for an examination for exemption from this course and admission to 201. Three periods of lecture and discussion, with one three-period laboratory appointment a week, counting three hours. MISS ARMSTRONG.

201 (1), (2). ELECTRICITY.

Direct and alternating current phenomena: the effects of inductance, capacitance, and resistance. Laboratory study of methods of measurement, instruments, and electrical machinery. Especial attention to students who wish training in the use of electrical instruments for other sciences.

Prerequisite, 101 or 104 or 102, or exemption by examination from 102. Three periods of lecture and discussion, with one three-period laboratory appointment a week, counting three hours. (1) MISS HEYWORTH, MRS. GUERNSEY. (2) MISS ARMSTRONG, MRS. GUERNSEY.

202 (2). ATOMIC PHYSICS.

A brief introduction to the kinetic theory of gases, to theories of the nature of radiant energy, and of the constituents and structure of the

atom, nuclear and extra-nuclear. Consideration in some detail of the evidence offered by the phenomena of cathode rays, photoelectricity, ionization, optical spectra, x-rays, cosmic rays, radioactivity, isotopes.

Open to students who have completed 201 and, by permission, to sophomores, juniors, and seniors who have completed 101 or 104 or 102. Three hours.

MISS KOHN.

203 (2). METEOROLOGY.

The phenomena of the weather with explanations based upon the principles of Physics. Air pressure, temperature, winds, clouds, precipitation, progress of storms, cold waves, atmospheric optics; chief concepts of air mass analysis with the application to weather forecasting; study and practice in the use of meteorological instruments.

Open to students who have completed 102 and to sophomores, juniors, and seniors who have completed or are taking 101 or 104 or who have presented one admission unit in Physics. Three periods of lecture and discussion with one three-period laboratory appointment a week, counting three hours.

MISS WILSON, MISS SCHABACKER.

204. THE AUTOMOBILE: PRINCIPLES AND CONSTRUCTION.

The internal combustion engine; carburetors; systems of ignition, starting and lighting, and transmission. Lectures with demonstrations to illustrate the physical principles involved. Individual laboratory study of various automobile mechanisms.

Open, by permission, to sophomores, juniors, and seniors who have completed 101 or 104 or 102 or who have presented one admission unit in Physics. One period of lecture or one three-period laboratory appointment a week, counting two hours. MRS. GUERNSEY.

205.* SOUND. (Not given in 1942–43.)

A preliminary study of vibrations and wave motion, including reflection, refraction, interference, and the principle of resonance. Properties of musical notes: loudness, pitch, and quality; scales and tonal combinations; types of sounding bodies; musical instruments; architectural acoustics; reception of sound by the ear; reproduction by telephone, phonograph, and radio.

Open to students who have completed or are taking 101 or 104; to juniors, seniors, and, by permission, to sophomores who have presented one admission unit in Physics. One period of lecture and discussion or one two-period laboratory appointment a week, counting two hours. MISS ARMSTRONG.

206 (2). ELECTRONICS.

High-frequency electrical currents and their production, amplifica-

* Offered in coöperation with the Department of Music.

tion, modulation, and detection by means of multi-electrode vacuum tubes and their associated circuits.

Open by permission to sophomores, juniors, and seniors who have completed 101 or 102. Three periods of lecture and discussion, with one three-period laboratory appointment a week. Three hours. MISS MCDOWELL, MISS BURKE.

209. LABORATORY TECHNIQUE. (Not given in 1942–43.)

Practice arranged to fit the needs of the individual student. Photography, shop work, including the lathe, practice in designing and assembling simple apparatus. A student who also elects 350 may construct apparatus needed for her special problem as part of the work of 209.

Open to juniors and seniors whose major field is Physics. One three-period laboratory appointment a week, counting two hours. THE STAFF.

210. PHOTOGRAPHY.

Theory and procedure in developing and printing, lenses, filters, history and present trends in photography. The aim is to give freedom in the use of materials, power of critical analysis of the finished product, and to lay a foundation for later independent study.

Open, by permission, to sophomores, juniors, and seniors who have completed or are taking 101 or 102 or 104 or who have presented one admission unit in Physics. One three-period laboratory appointment a week, counting two hours. MISS BURKE, MRS. ABUZA.

301 (1).* LIGHT.

The wave theory and its application to the phenomena of interference, diffraction, double refraction, polarization, and dispersion; theory and use of optical instruments; brief discussion of the quantum theory and wave mechanics.

Open to juniors and seniors who have completed a course of grade II in Physics, or a year course of grade I in Physics and a year course of grade I in Astronomy. Three periods of lecture and discussion with one three-period laboratory appointment a week, counting three hours. MISS KOHN.

302 (1). THE PRINCIPLES OF RADIO COMMUNICATION.

The principles underlying radio broadcasting and receiving; properties of resonant circuits; theory and use of multi-electrode vacuum tubes; propagation of electromagnetic waves. Experimental lectures with individual laboratory study.

Open to juniors and seniors who have completed Physics 201 and Mathematics 202. Three periods of lecture and discussion, with one three-period laboratory appointment a week, counting three hours. MISS MCDOWELL, MISS BURKE.

* Astronomy 301, to which Physics 301 is prerequisite, may be counted toward a major in Physics.

303 (2). ADVANCED RADIO AND ELECTRONICS.

A continuation of course 302 with emphasis upon the application of the general principles to more complicated circuits. In the laboratory each student will be given the opportunity to choose a problem for investigation that will involve the design and construction of some electronic device.

Prerequisite, 302. Three periods of lecture and discussion with one three-period laboratory appointment a week, counting three hours.

MISS MCDOWELL, MISS BURKE.

304 (1).* THEORETICAL ELECTRICITY AND MAGNETISM.

A preliminary study of the principles of simple vector analysis. The topics discussed will be chosen from the following: magnetic fields and potentials, magnetic effects of currents, Kirchoff's laws of electricity, electrostatics, thermoelectricity, electromagnetics, magnetic properties of materials, varying currents, alternating currents, units, electromagnetic radiation. Emphasis upon the application of Mathematics, especially calculus and vector analysis, to the solution of problems.

Open to juniors and seniors who have completed Physics 201 and Mathematics 202. Three hours. MISS HEYWORTH.

305 (2).* MECHANICS.

Equations of motion; simple harmonic motion; central orbits; statics of rigid bodies; work, energy; dynamics of a particle; motion of rigid bodies, the mechanics of airplane flight. Emphasis on the application of Mathematics, especially plane analytic geometry and the calculus, to Physics; use will be made of differential equations.

Prerequisite, Physics 101 or 104 or 102 and Mathematics 202. When combined with Mathematics 303 it may be counted toward a major in Mathematics. Three hours. MISS HEYWORTH.

309 (2). EXPERIMENTAL ATOMIC PHYSICS.

Individual experiments such as the measurement of the charge on the electron, the ratio of charge to mass of the electron, Planck's constant, ionization potentials; problems in optical and x-ray spectroscopy; experiments involving use of cloud chamber and Geiger counters.

Open to juniors and seniors who have completed 202. Six periods of laboratory a week, counting three hours. MISS ARMSTRONG.

350. RESEARCH OR INDIVIDUAL STUDY. (Not given in 1942–43.)

The work will be under the direction of the member of the department in whose field the work lies. Opportunity will be offered for a series of experiments as well as for investigation of a single problem.

* Mathematics 303, if followed by Physics 304 or 305, may be counted toward a major in Physics.

Open to graduate students and, by permission, to juniors and seniors who have completed eighteen hours in the department. To count two to three hours for a semester or four to six hours for a year. By permission the work may be arranged to count one hour for the first semester in case two or three hours are elected for the second semester. The amount of work contemplated must be indicated at the time of handing in electives.

DIRECTIONS FOR ELECTION

A major in Physics should ordinarily include 101 or 104 or 102, 201, 202, 301 and at least two of the following: 302, 304, 305, 309. It may not include 204, 209 or 210.

A knowledge of calculus is required and a year of Chemistry is advisable for students majoring in Physics. A reading knowledge of German and French, while not required, is desirable.

Pre-medical students are referred to the requirements as given under electives, page 37.

GENERAL EXAMINATION

The general examination may be based on any combination of courses which includes the courses mentioned under Directions for Election. The questions will be designed: (1) to show the essential unity in the different branches of Physics; (2) to test the knowledge of fundamental principles and the ability to apply these principles to concrete problems.

POLITICAL SCIENCE

Professor: LOUISE OVERACKER, PH.D. (Chairman)
Assistant Professor: M. MARGARET BALL, PH.D.
Instructor: JULIA J. HENDERSON, M.A.

104. INTRODUCTION TO POLITICAL SCIENCE.

Fundamental political principles developed through a study of the governments of the United States, Great Britain, France, Germany, Italy, and the Soviet Union. Comparison of the democratic institutions of the United States and Great Britain with the dictatorial régimes of National Socialism, Fascism, and Russian Communism.

Open to sophomores, juniors, and seniors without prerequisite, and to freshmen by permission of the Dean of Freshmen. Six hours.

MISS OVERACKER, MISS BALL, MISS HENDERSON.

201 (1). PUBLIC ADMINISTRATION.

The administrative aspects of modern government with special emphasis upon state and local problems in the United States; organization and structure; central administrative supervision of local agencies;

relation of administrative agencies to other branches of government; budget and fiscal control; personnel management; "bureaucracy"; the city manager as a new type of administrator.

Open to students who have completed 104 and to seniors who have completed or are taking 104. Three hours. MISS HENDERSON.

202 (2). POLITICAL PARTIES.

The nature of political parties; factors controlling party affiliation; relation of parties to other "pressure" groups; party organization, including nominating methods and the "spoils" system; the use of money in elections; campaign technique. Emphasis upon the programs and tendencies of present-day American parties in city, state, and nation, with some consideration of the rôle of parties in other democracies.

Open to students who have completed 104 and to seniors who have completed or are taking 104. Three hours. MISS OVERACKER.

203. AMERICAN POLITICAL INSTITUTIONS. (Not given in 1942–43.)

The functioning of national, state, and local government, with emphasis upon present-day trends and problems, including the city-manager plan, proportional representation, "pressure" politics, the "new" civil service, presidential leadership, the expanding rôle of the federal government, protection of minority groups. Some comparison with the political institutions of Great Britain, Germany, and the U.S.S.R.

Open only to seniors who have not had 104. Six hours. MISS OVERACKER.

208. INTERNATIONAL POLITICS.

A study of contemporary world politics with special reference to existing international institutions, to factors which have contributed to the failures of the League system, and to future prospects for international coöperation, administration, and the pacific settlement of disputes.

Open to students who have completed 104 or a course in History, Economics, Sociology, or Geography. Six hours. MISS BALL.

301 (2). INTERNATIONAL LAW.

The nature and scope of the rules governing the conduct of states in their relations with one another. Recognition; state succession; jurisdiction over persons, territory, and vessels; the status and immunities of diplomats; the law of treaties; international claims; pacific settlement of disputes; the rights and duties of belligerents and neutrals in time of war.

Open to juniors and seniors who have completed 104 and a grade II course in Political Science, Economics, History, or Sociology; or 208. Three hours.

MISS BALL.

303 (1). LAW AND THE ADMINISTRATION OF JUSTICE. (Not given in 1942–43.)

The nature, sources, and sanction of law; development of common law principles and institutions; organization of English and American courts; civil and criminal procedure in the United States; the growth of administrative justice.

Open to juniors and seniors who have completed 104 and a grade II course in Political Science, Economics, History, or Sociology. Three hours.

304 (1). THE SUPREME COURT AND THE CONSTITUTION.

The Constitution as interpreted by the Supreme Court. The amending process, the scope of the President's powers, interstate commerce, "due process of law," the "police power," the rôle of the Supreme Court in the American constitutional system.

Open to juniors and seniors who have completed 104 and a grade II course in Political Science, Economics, History, or Sociology. Three hours.

MISS OVERACKER.

310 (2). PUBLIC PERSONNEL MANAGEMENT.

Recruitment, promotion, discipline, and training of civil service employees; position classification; pension systems, employee organizations, and the right to strike; limitations upon political activities of public employees; the importance of an expert career service in a democracy.

Open to juniors and seniors who have completed 201. Three hours.

MISS HENDERSON.

316 (1). HISTORY OF SOCIAL AND POLITICAL THOUGHT.

For description and prerequisites, see Sociology 316 (1).

318 (2). MODERN POLITICAL THEORY.

The leading political theories of the nineteenth and twentieth centuries; a study of the nature and functions of the state, with special reference to individualism and collectivism, democracy, socialism, communism and anarchism, fascism and national socialism. Through a systematic presentation of recent political theories, the student is given a foundation for future political judgments.

Open to students who have completed 104 and a grade II course in History or Political Science, or Sociology 316. Three hours. MISS OVERACKER.

320 (1). POLITICAL PROBLEMS.

Intensive study of one problem or a series of related problems. Emphasis upon methods of research and use of source material; oral reports at frequent intervals; a final paper.

Open to a limited number of juniors, seniors, and graduate students specializing in Political Science, Economics, or History, who have completed two full courses in Political Science. Three hours. MISS BALL.

350 (1), (2). RESEARCH OR INDIVIDUAL STUDY.

The department is prepared to offer a course of directed reading to a limited number of students.

Open, by permission, to seniors who have completed or are taking a course of grade III in Political Science. Three hours.

DIRECTIONS FOR ELECTION

The courses in Political Science are arranged to meet the needs of the following groups of students: those intending to do graduate work in Political Science or Law; those planning to qualify for certain civil service examinations and other types of public service; those wishing to supplement their work in other fields with a knowledge of Political Science; students who wish to be prepared to take an intelligent part in the political activities of their communities after college.

By special permission, certain closely related courses in Economics, History, Geography, or Sociology may be included as part of the major in Political Science. The department will be glad to suggest combinations of courses to meet particular needs and interests.

A major in Political Science is normally based upon 104.

The attention of students who are interested in the teaching of Political Science is called to Education 308, The Teaching of Social Studies in the Secondary School.

Students wishing to qualify for the Administrative Technician option of the Junior Professional Assistant examination offered by the United States Civil Service Commission should include 201, 304, 310, and Economics 310 in their programs.

GENERAL EXAMINATION

The purpose of the general examination is to test the student's power of critical evaluation and her ability to correlate and to apply to new problems the principles and factual material developed in the courses which have constituted her major in the department.

PSYCHOLOGY

Professors: EDNA HEIDBREDER, PH.D. (Chairman)
MICHAEL JACOB ZIGLER, PH.D.
Associate Professor: EDITH BRANDT MALLORY,[3] PH.D.
Instructor: M. CLAIRE MYERS, PH.D.
Assistants: ALFRED HAROLD HOLWAY, PH.D.
DEBORAH CLOUD VAUGHAN, B.A.
MARIAN SIGLER WESSELL, M.A.
BABETTE FRANCES SAMELSON, M.A.

Lecturer: MARY MARGARET SHIRLEY,[5] PH.D.

101 (1), (2). BRIEF INTRODUCTORY COURSE IN PSYCHOLOGY.

A survey of the general field of Psychology. Discussion of investigations in intelligence, learning, memory, perception, sensory processes, emotion, imagination, motivation, personality, and related topics.

Open to sophomores, juniors, and seniors and, by permission of the Dean of Freshmen, to freshmen. Not open to students who have completed 103. Three hours. Lecturers: MR. ZIGLER, MRS. MALLORY, MISS MYERS.
Conference Instructors: MR. HOLWAY, MISS SAMELSON.

103. INTRODUCTORY COURSE IN PSYCHOLOGY.

A survey of the general field of Psychology, more complete than that given in 101. Emphasis on the more complex psychological processes.

Open to sophomores, juniors, and seniors who have not taken 101, and, by permission of the Dean of Freshmen, to freshmen. Six hours.

Lecturer: MISS HEIDBREDER.
Conference Instructors: MRS. VAUGHAN, MRS. WESSELL.

201 (1). PSYCHOLOGICAL STATISTICS AND RESEARCH TECHNIQUES.

Training to develop facility in the use of statistical and other research techniques as they have been especially adapted to the handling and evaluating of representative types of psychological data.

Prerequisite, 101 or 103. Three hours. MISS MYERS.

207 (2). PSYCHOLOGY OF CHILD DEVELOPMENT.

Characteristic changes in conscious attitude and in behavior tendencies which take place in normal individual development. Attention both to instinctive or unlearned traits and to the differentiating effects of environment and training.

Open to seniors, juniors, and, by permission, to sophomores, who have completed 101 or 103. Three hours. MISS SHIRLEY.

[3] Absent on leave for the second semester.
[5] Appointed for the second semester only.

209 (1), (2). EXPERIMENTAL PSYCHOLOGY, LABORATORY COURSE.

Typical experiments in each of the main fields of psychological investigation. Laboratory work supplemented by occasional lectures. Training in psychological method.

Prerequisite, 101 or 103. Six periods a week of laboratory work, counting three hours. MR. ZIGLER, MRS. MALLORY, MRS. VAUGHAN, MR. HOLWAY, MISS SAMELSON.

210 (2). PROBLEMS IN EXPERIMENTAL METHOD. (Not offered in 1942–43.)

A survey of the methods employed in the experimental investigation of psychological problems. Examination of underlying principles of psychological method. Training for subsequent research and for the critical evaluation of psychological literature.

Prerequisite, 209. Three hours. MRS. MALLORY.

213 (2). PHYSIOLOGICAL PSYCHOLOGY.

The physiological mechanisms involved in sensation, perception, action, memory, and emotion.

Prerequisite, 101 or 103. Three hours. MR. ZIGLER.

219 (1). THE PSYCHOLOGY OF LEARNING.

An examination and evaluation of current theories of learning, with special attention to those centering about the concepts of the conditioned reaction, trial and error, and insight. Emphasis on recent studies of the psychology of learning. Laboratory experiments on human and animal subjects.

Prerequisite, 101 or 103. Three hours. MISS MYERS.

220 (2). COMPARATIVE PSYCHOLOGY.

A survey of the field of comparative psychology emphasizing development and changes in behavior from lower to higher animal forms. Lectures supplemented by laboratory work in which each student will conduct a number of representative experiments using rats or other subhuman forms as subjects.

Prerequisite, 101 or 103. One or two lectures a week, supplemented by laboratory work. Three hours. MISS MYERS.

301 (1). HISTORY OF EXPERIMENTAL PSYCHOLOGY.

The historical development of the principal movements in experimental Psychology, with special reference to the changes in method and technique which have attended these movements.

Open to juniors and seniors who have completed or are taking two grade II courses in Psychology. Three hours. MR. ZIGLER.

303 (1). EXPERIMENTAL PROBLEMS IN PSYCHOLOGY.

An experimental-project course in which each student investigates a special problem under the direction of an instructor.

Open to graduate students and to juniors and seniors who have shown in 209 an aptitude for laboratory work. Six periods of laboratory a week, including one or two with instructor, counting three hours.

MISS HEIDBREDER, MR. ZIGLER, MRS. MALLORY, MR. HOLWAY.

308 (2). EXPERIMENTAL PROBLEMS IN PSYCHOLOGY.

An experimental-project course which may be taken either as a continuation of 303 or as a substitute for it.

Open to graduate students and to juniors and seniors who have shown in 209 an aptitude for laboratory work. Six periods of laboratory a week, including one or two with instructor, counting three hours.

MISS HEIDBREDER, MR. ZIGLER, MISS SHIRLEY, MR. HOLWAY.

309 (1). ABNORMAL PSYCHOLOGY.

The facts of abnormal psychology, presented in such a way as to throw light on the psychology of normal people. A study of symptoms of abnormality and their significance, various neuroses and psychoses, and the principal theories and interpretations of abnormal behavior.

Open to juniors and seniors who have completed 101 or 103 and have completed, or are taking, at least six hours of work above grade I in one of the following: Psychology, Sociology, Zoölogy and Physiology. Also open to seniors by permission of the instructor. Three hours. MISS HEIDBREDER.

310 (2). SOCIAL PSYCHOLOGY.

Current problems in social psychology, such as the interaction of personalities in social groups, attitudes, custom, propaganda and racial and national antipathies.

Open to juniors and seniors who have completed 101 or 103 and have completed, or are taking, at least six hours of work above grade I in Psychology or Sociology. Also open to seniors by permission of the instructor. Three hours.

MISS MYERS.

313 (1). DIFFERENTIAL PSYCHOLOGY.

Individual differences in intelligence, personality, and special abilities. Review of methods by which psychologists have studied these differences; survey and evaluation of their findings.

Open to juniors and seniors who have completed 209. Three hours.

MRS. MALLORY.

314 (2). PSYCHOLOGICAL TESTS AND MEASUREMENT.

Principles of psychological measurement. Examination of selected tests. Theory and techniques of test construction. Practice in giving and scoring tests. Interpretation of test results.

Open to students who have completed 313. Three hours. MISS SHIRLEY.

324 (2). SEMINAR. PSYCHOLOGICAL THEORY.

Studies of representative contributions to psychological theory.

Open to graduate students, to seniors who are taking twenty-four hours in Psychology, and, by permission, to seniors who are taking eighteen hours. Three hours. MISS HEIDBREDER.

326 (2). SEMINAR. SPECIAL TOPICS STUDIED FROM SOURCES.

A course designed to train students especially interested in Psychology to trace the development of special problems through the psychological literature.

Open to graduate students, to seniors who are taking twenty-four hours in Psychology, and, by permission, to seniors who are taking eighteen hours. Three hours. MR. ZIGLER.

350. RESEARCH OR INDIVIDUAL STUDY.

Open to graduate students and seniors by permission. Two to three hours for a semester or two to six for a year.

DIRECTIONS FOR ELECTION

A twenty-four- or thirty-hour major in Psychology must include 209 and 324 or 326. Courses supplementary to a Psychology major may include courses in Philosophy, Economics, Education, Mathematics, Sociology, Physics, Physiology and Zoölogy.

It is recommended that students majoring in Psychology fulfill the language reading requirement by taking the examination in either French or German.

GENERAL EXAMINATION

Students who plan to take the general examination in Psychology may consult the department for advice in regard to preparation.

SOCIOLOGY

Professor: LELAND HAMILTON JENKS, PH.D. (Chairman)
Associate Professor: MARY BOSWORTH TREUDLEY, PH.D.
Instructors: FLORENCE ROCKWOOD KLUCKHOHN, PH.D.
MILDRED POVALSKI, M.A.

102 (1), (2). INTRODUCTORY SOCIOLOGY.

An introduction to the sociological study of groups, culture, institutions, personality, and processes in contemporary society.

Open to sophomores, juniors, seniors and, in the second semester, to freshmen by permission of the Dean of Freshmen. Three hours.

MR. JENKS, MISS TREUDLEY, MRS. KLUCKHOHN, MISS POVALSKI.

201 (1), (2). THE COMMUNITY.

Studies of types of communities and methods of community analysis.

Open to sophomores who have completed, and to juniors and seniors who have completed or are taking 102. Three hours. MRS. KLUCKHOHN.

202 (1). CULTURAL ANTHROPOLOGY. (Not offered in 1942–43.)

A survey of the social and cultural behavior of primitive societies, with special attention to the processes and effects of culture contact.

Open to juniors and seniors who have completed 102. Three hours. MR. JENKS.

203 (2). SOCIAL AND CULTURAL CHANGE.

A comparison of historical social institutions and movements in such fields as the church, state, business enterprise, and the professions.

Open to sophomores, juniors, and seniors who have completed 102 and also twelve hours of work to be chosen from the fields of Economics, Sociology, History, and Political Science. Three hours. MR. JENKS.

205 (1). GROUP ORGANIZATION.

An analytical study of organized groups with emphasis upon the processes of management necessary to their effective functioning. Laboratory work will consist of the analysis of a functioning organization.

Open to juniors and seniors who have completed 102. Three hours.

MRS. KLUCKHOHN.

211 (1). INTRODUCTION TO SOCIAL AND ECONOMIC STATISTICS.

For description and prerequisites, see Economics 211. This course is not to be counted among grade II prerequisites for later election.

301 (2). THEORIES OF SOCIAL RECONSTRUCTION.

For description and prerequisites, see Economics 301.

303 (2). SOCIAL WELFARE.

The development of professional social work in the United States. Present problems and practices under public and private administration.

Open to juniors and seniors who have completed or are taking any course of grade II in the department. Three hours. MISS TREUDLEY.

304 (2). STANDARDS OF LIVING AND THEIR MAINTENANCE. (Not offered in 1942–43.)

Standards of living and their maintenance by governmental and non-governmental action, through such devices as social insurance and social services, minimum wage, public works, and public relief.

Open to juniors and seniors who have completed Economics 101 and have completed or are taking any course of grade II in the department or Economics 204 or 209. Three hours. MISS TREUDLEY.

306 (1). SOCIAL SYSTEMS IN LATIN AMERICA.

Factors and processes in the development of society and culture in selected Latin-American countries. Emphasis upon population, land systems, labor relations, class structure, industrialization, and ideal patterns.

Open to juniors and seniors who have taken or are taking any course of grade II in the department, or Geography 304, History 214, or Spanish 207. Three hours. MR. JENKS.

307 (2). ETHNIC GROUPS IN THE UNITED STATES.

A study of social and cultural processes involving ethnic groups in the United States.

Open to juniors and seniors who have completed any course of grade II in the department. Three hours. MISS TREUDLEY.

308 (1). MODERN LABOR RELATIONS.

For description and prerequisites, see Economics 308.

314 (1). SEMINAR IN SOCIOLOGY.

Field observation of a group or behavior system, preferably reported at the beginning of the semester according to previously approved plans. Comparison of reports and examination of frames of reference in sociological inquiry.

Open to seniors majoring in the department. Two hours. MISS TREUDLEY.

316 (1). HISTORY OF SOCIAL AND POLITICAL THOUGHT.

Outstanding trends of thought from the Greeks to modern times,

as reflected in the writings of such social and political philosophers as Plato, Aristotle, Augustine, Machiavelli, Locke, and Rousseau.

Open to juniors and seniors who have completed nine hours in Sociology, or Political Science 104 and a grade II course in Political Science, Sociology, History, Economics, or Philosophy. Three hours. MR. JENKS.

319 (2). MODERN SOCIOLOGY.

The rise of sociological theory. Intensive study of the systems of three or four outstanding sociologists.

Open to seniors who have completed six hours of grade II in the department, or Economics 317. Three hours. MR. JENKS.

320 (1). POPULATION PROBLEMS.

Problems arising out of the increase, the distribution, and the movement of population. Principles, goals, and techniques for a population policy with special reference to the United States.

Open to juniors and seniors who have completed Sociology 102 and Economics 101 and have completed or are taking Economics 204 or 209 or any course of grade II in the department. Three hours. MISS TREUDLEY.

322 (2). THE FAMILY.

A study of family systems with special emphasis upon factors of relationship and processes of socialization.

Open to seniors who have completed or are taking any grade II course in the department and by permission to seniors who have completed 102. Three hours. MRS. KLUCKHOHN.

323 (1). CRIMINOLOGY.

A study of such topics as definitions of crime and criminality, patterns of criminal behavior, detection of crime and criminal procedure, development of prisons, problems of prison management, crime and the social structure. Field trips.

Open to seniors who have taken six hours of grade II in the department or who have taken or are taking Psychology 309. Three hours. MISS TREUDLEY.

350. RESEARCH OR INDIVIDUAL STUDY.

To a limited number of advanced students wishing to do individual work outside of regular courses the department is prepared to offer a course of directed reading or investigation.

Students desiring to register for such a course must secure the approval of the

chairman of the department in advance of the time at which electives are due. Three hours for a semester or six hours for a year.

DIRECTIONS FOR ELECTION

Students majoring in this department are requested to take their language examination in French, German, or Spanish. Exceptions require the consent of the department.

The attention of students who are interested in the teaching of Sociology is called to Education 308, The Teaching of Social Studies in the Secondary School.

GENERAL EXAMINATION

The department seeks to enable its students to acquire: knowledge of a variety of social situations and culture patterns, past and present; ability to think objectively and systematically about them; critical awareness of their own attitudes with respect to social situations and possible social action; grasp of some of the tools, concepts, methods, and techniques which sociologists use in their thinking, and ability to make effective use of them. The general examination will be designed to test its success in these directions.

SPANISH

Associate Professor: ADA MAY COE, M.A. (Chairman)
Visiting Professor: JORGE GUILLÉN, DOCTOR EN LETRAS, CATEDRÁTICO DE UNIVERSIDAD.
Assistant Professor: ANITA OYARZÁBAL, M.A.
Instructors: JUSTINA RUIZ, LIC. EN DERECHO, CATEDRÁTICO DE INSTITUTO.
BEATRICE HOWELL, M.A.
JANET TUNISON, B.A.
Lecturer: CONCHA BRETÓN, M.A.

All courses of the department are conducted in Spanish; oral expression is stressed.

101. ELEMENTARY COURSE.

Grammar, reading, composition, dictation, practical conversation on everyday life, short lectures in Spanish.

Open to students who do not present Spanish for admission. Three class appointments and one conference for conversation, counting six hours.

MISS COE, MISS OYARZÁBAL,
MISS RUIZ, MISS HOWELL, MISS TUNISON, MISS BRETÓN.

102. ASPECTS OF SPANISH AND SPANISH AMERICAN LIFE.

The object of the course is two-fold: linguistic and cultural. Fortnightly lectures by Professor Guillén, occurring during the regular scheduled class periods, on various aspects of Spanish and Spanish American life. Reading from modern authors.

Prerequisite, 101 or an equivalent. Six hours.

MISS COE, MISS OYARZÁBAL, MISS BRETÓN.

104. NOVEL AND DRAMA OF THE NINETEENTH CENTURY.

A study of the social conditions and literary trends of this period as a basis for the understanding of contemporary literature in Spain and Spanish America. Constant practice is given in the written and spoken language. Fortnightly lectures by Professor Guillén, occurring during the regular scheduled class periods.

Prerequisite, three units in Spanish for admission or, on recommendation of the department, 101. Six hours. MISS OYARZÁBAL, MISS RUIZ.

203. ADVANCED CONVERSATION AND COMPOSITION.

A course designed to give special opportunity for conversation, composition, and the acquisition of a large working vocabulary.

Prerequisite, 102 or 104. Two hours. MISS OYARZÁBAL.

204 (2). CONTEMPORARY SPANISH LITERATURE.

Modern tendencies in Spanish thought and literature, as represented in drama, essay, and poetry. Works by the most prominent authors in each field: Benavente in drama, Unamuno and Azorín in essay, Antonio Machado and Juan Ramón Jiménez in poetry.

Prerequisite, 102 or 104. Three hours. MISS OYARZÁBAL.

205. SPANISH CIVILIZATION.

A course designed to provide a background for the study of Spanish literature. Lectures in Spanish, some illustrated, will treat briefly the geography and history of Spain, its colonial expansion, the development of its social and economic institutions, its arts, national ideals, and customs. Parallel readings and papers will be assigned.

Prerequisite, 102 or 104. Two hours. MISS RUIZ.

206. MAIN CURRENTS OF SPANISH LITERATURE.

A course designed to give students a bird's-eye view of the whole field of Spanish literature, and to correlate the history and literature of the country. Selections from the earlier periods and complete works of the modern period read and discussed.

Prerequisite, 104, and, by permission, 102. Six hours. MR. GUILLÉN.

207 (1). THE CIVILIZATION OF MEXICO.

A presentation of Mexican civilization as a whole: not only the literature of the country, but the other arts, together with the economic and sociological factors which have produced in Mexico a blend of Spanish and Indian institutions and ideology. Special attention to the contemporary period.

Prerequisite, 102 or 104. Three hours. MISS COE.

301 (1). DRAMA OF THE SEVENTEENTH CENTURY.

The characteristics of the Spanish drama of the Golden Age. Analysis of Spain's ideals of this period as revealed in the drama. Representative masterpieces of the great dramatists: Lope de Vega, Castro, Alarcón, Tirso de Molina, Calderón.

Open to juniors and seniors who have completed six hours of grade II. Three hours. MISS COE.

302 (2). CERVANTES AND THE SPANISH NOVEL OF THE GOLDEN AGE.

Outline of the development of the Spanish novel in the XVI century in its different types and tendencies, the chivalric, the pastoral, the picaresque. Study of Cervantes and his work, representing the culmination of the novel in Spain and the opening of a new era in the history of the European novel. Reading, analysis, and discussion of *Don Quijote.*

Open to juniors and seniors who have completed six hours of grade II. Three hours. MR. GUILLÉN.

303. SEMINAR. SPANISH LITERATURE FROM 1100 TO 1500. (Not given in 1942–43.)

Study of *El Poema del Cid, El Libro de buen amor, La Celestina.*

Open to graduates and to approved seniors who have completed at least one course of grade III. Six hours. MISS COE.

304. SEMINAR. SPANISH POETRY.

For 1942–43: A study of the principal movements and poetic schools from the fifteenth to the eighteenth century.

Open to graduates and approved seniors who have completed at least one course of grade III. Six hours. MR. GUILLÉN.

305. SEMINAR. CERVANTES. (Not given in 1942–43.)

A comparative study of the works of Cervantes.

Open to graduates and approved seniors who have completed 302. Six hours. MISS OYARZÁBAL.

306. MODERN SPANISH AMERICAN LITERATURE.

Reading and discussion of representative works in prose and poetry

with a special study of the main literary currents, their historical background and their relation to the social, economic and political problems of the present day. First semester: poetry and essay; weekly written work. Second semester: novel, with a comparative study of this *genre* in Spain.

Open to juniors and seniors who have completed six hours of grade II, and History 214. Six hours. MR. GUILLÉN, MISS COE.

350. RESEARCH OR INDIVIDUAL STUDY.

Open, by permission, to a limited number of seniors who are taking or have completed a course of grade III in the department. Two to six hours.

DIRECTIONS FOR ELECTION

Course 101 counts for the degree but does not count toward a major.

Students majoring in Spanish are advised to choose 104, 206, 301, 302, 306; but they may consult their instructors and the chairman of the department for other combinations. Students electing 102, who wish to major in the department, will be expected to read during the summer some of the material offered in 104 and be examined in it in the fall. Course 206 may not be omitted without special permission. A major must include at least twelve hours of grade III. It is also very desirable that every major should include 203 and 205. It is expected that those who are planning to teach will complete satisfactorily a twenty-four-hour major.

Students planning to major in Spanish are advised to take courses in History, Spanish Art, and the literature of other countries. Those especially interested in Spanish America are advised to elect Geography 304, History 214, Sociology 306.

GENERAL EXAMINATION

Every student who presents herself for the general examination in Spanish shall show:

(1) Her knowledge of the language by her ability to use it in the examination.

(2) A general knowledge of Spanish literature with as much of the historical background as is necessary for understanding the literature.

(3) Familiarity with the specific fields of literature elected and their interrelation.

SPEECH

Assistant Professors: EDITH WINIFRED MOSES, M.A. (Chairman)
CÉCILE DE BANKE
JEANNETTE BARRY LANE, PH.B.
Instructor: VIRGINIA PAINE ROGERS, M.A.

Theatre Workshop

Director: ARTHUR ELDON WINKLER, B.S., M.F.A.
Assistant: ROBERT JOSEPH WADE

Not more than fifteen hours in this department may be counted within the minimum number of hours for the B.A. degree.

Two hours in the sophomore year are required of all students except those who are exempted by examination or have completed course 101 or 105 in the freshman year, or who elect 101 in the sophomore year.

Every freshman who is not electing a course in the department will be required to take a speech test. No preparation is necessary, but a reading test will be given to determine the student's tone quality, speech habits, and bodily control.

The courses are designed to help the student to acquire: (a) free use of the voice and a good pronunciation of English, (b) ease in public address, (c) the power to read aloud simply and with expression, (d) the ability to interpret dramatic literature, (e) an appreciation of the art of the theatre. The courses are arranged to make possible systematic and progressive study along these various lines.

101. FUNDAMENTALS OF VOCAL EXPRESSION.

The purpose of this course is to develop the ability to read and speak audibly, correctly, and expressively. Phonetics, voice production, platform delivery, and the oral study of various forms of literature.

Open to all undergraduates. Six hours.

MISS MOSES, MISS DE BANKE, MISS LANE, MISS ROGERS.

104. VOICE AND SPEECH (A).

This course is intended to promote right habits in the production of voice, and to increase precision in articulation and pronunciation for conversation, classroom use, and extempore speaking.

Required of sophomores except those who have been exempted by examination or have completed or are taking 101 or have completed 105. Not open to students who have completed 101 or 105. Students who have passed the exemption examination may elect it only if they secure the permission of the department. Two hours. MISS MOSES, MISS DE BANKE, MISS LANE, MISS ROGERS.

105 (2). VOICE AND SPEECH (B).

In general, the same as 104 with some extension of the work.

Open to freshmen and, by permission, to sophomores. Not open to students who have completed 101 or 104 nor to those who have passed the exemption examination. Three hours. MISS LANE.

201. ORAL INTERPRETATION OF MODERN DRAMA.

Presentation of selected scenes illustrating the more important trends from Ibsen's day to the present. Emphasis on character delineation. Development, by laboratory method, of fundamental acting techniques.

Open to sophomores, juniors, and seniors who have had one course in the department or adequate preparation elsewhere. Six hours. MISS LANE.

202 (2). PUBLIC SPEAKING.

Presentation of speeches for special occasions such as the after-dinner speech and the formal introduction; types of debate and methods of conducting a forum. Principles of oral composition and of the technique of delivery. Opportunity to organize and conduct an open forum.

Open to students who have completed one course in the department, and, by permission, to sophomores, juniors, and seniors who have been exempted from the Speech requirement. Three hours. MISS MOSES.

203*. THEATRE WORKSHOP.

Study and practice in the art of the theatre. Survey of historical backgrounds of stage forms. Theories of various types of production, acting, setting, and direction. Principles of stage design and construction, lighting, and costuming. Practice through the production of several workshop plays and one public performance. The purpose of the course is to arouse appreciation of the art of the theatre and to prepare students to put on school and community plays.

Open to sophomores, juniors, and seniors who have completed one course in the department and, by permission, to those who have had an adequate background of speech, drama, and art. Three periods of class work and two of laboratory, counting six hours. Director, MR. WINKLER.
Assistant, MR. WADE.

204. CHORAL SPEAKING.

This course introduces the origin and modern revival of Choral Speaking, and studies the educational, psychological, and social values

* A special fee of $25.00 is charged for Speech 203. Loans from the Malvina Bennett Fund for this fee are available for a limited number of students. The chairman of the department should be consulted.

of the verse-speaking choir, together with special technique requisite for its presentation.

Open to sophomores, juniors, and seniors who have had one course in the department or adequate preparation elsewhere. Students must consult the instructor before electing this course. Two periods, counting two hours. MISS DE BANKE.

205. ORAL INTERPRETATION OF SHAKESPEAREAN DRAMA.

Approach to the study of the Elizabethan repertory theatre through dramatic presentation. Scenes from plays of Shakespeare presented with special regard to contemporary background.

Open to sophomores, juniors, and seniors who have had one course in the department or adequate preparation elsewhere, and to those who are taking or have completed English Literature 309. Two periods a week, counting four hours.

MISS DE BANKE.

206 (1). ENGLISH PHONETICS. (Not given in 1942–43.)

The International Phonetic Alphabet. Study of the sounds of English in isolation and in connected speech. Effect of pronunciation on quality of voice. Comparison of pronunciations in different parts of the United States.

Open to sophomores who have completed one course in the department, and to juniors and seniors without prerequisite. Two hours. MISS MOSES.

ZOÖLOGY AND PHYSIOLOGY

Associate Professors: MARGARET ALGER HAYDEN,[3] PH.D.
HARRIET CUTLER WATERMAN, PH.D.
GLADYS KATHRYN MCCOSH, PH.D. (Chairman)
HELEN WARTON KAAN, PH.D.
MARY LELLAH AUSTIN, PH.D.
Assistant Professors: ADA ROBERTA HALL, PH.D.
EVA ELIZABETH JONES, PH.D.
LOUISE PALMER WILSON, PH.D.
Instructors: MARY SEARS, PH.D.
KATHERINE SUYDAM BREHME, PH.D.
Assistants: BARBARA DUNN, B.A.
NORMA HARRIET KNIPPLE, B.A.
MARGARET BARTHOLOMEW MEIKLE, B.S.
Secretary and Custodian: KATHLEEN MILLICENT LEAVITT

Lecturer: MARGARET ELLIOTT HOUCK, M.S.
CURATOR OF THE MUSEUM

101. THE BIOLOGY OF ANIMALS.

This course furnishes the basis for an intelligent understanding of animal life and of the place of man in the world of living things. The study of a series of forms of increasing complexity, culminating in a vertebrate, develops a conception of what an animal is and suggests probable evolutionary sequences. Cells are studied as units of structure and to demonstrate, particularly in germ-cells, the mechanism of heredity. In the second semester, lectures and discussions on the evidence and factors of evolution, on heredity and eugenics.

Open to all undergraduates. In general, students who present Biology for admission and those who do not will be placed in different divisions. Six periods a week, in general two of lecture and discussion, and four of laboratory, counting six hours.

MISS HAYDEN, MISS MCCOSH, MISS AUSTIN, MRS. HOUCK, MRS. WILSON, MISS JONES, MISS SEARS, MISS KAAN, MISS BREHME.

ZOÖLOGY

203. VERTEBRATE ZOÖLOGY.

Evidences of evolution from the study of the comparative anatomy and the development of the vertebrates, based upon a careful dissection of dogfish, necturus, and cat. The evolution of the vertebrate type will be traced from a primitive form to man, with particular emphasis upon the changes leading up to the structures found in the human body.

[3] Absent on leave for the second semester.

Open to juniors and seniors without prerequisite, and to other students who have completed 101. Five-year Hygiene students electing this course must also take 301. Six periods a week, in general two of lecture and discussion, and four of laboratory, counting six hours. MISS WATERMAN, MISS BREHME.

204. ANIMAL ECOLOGY.

A study of animals in relation to their environment, that is, the natural history of animals. The behavior of animals in their natural surroundings, their adaptations for particular habitats, environmental factors, ecological succession, animal communities such as stream life and a meadow society, distribution and balance in nature. Field studies limited to near-by regions.

Open to students who have completed 101 and, by permission, to juniors and seniors without prerequisite. Six periods a week, in general two of lecture and discussion, and four of laboratory or field work, counting six hours.

MISS MCCOSH.

301 (1). MAMMALIAN ANATOMY (HYGIENE 301).

The gross anatomy of bones and muscles.

Required of first-year graduate students in the Department of Hygiene and Physical Education; also of juniors who are registered as five-year Hygiene students. If counted as part of a major in Zoölogy, 301 should be preceded by 101. Three periods a week, in general one of lecture and discussion, and two of laboratory, counting two hours. MISS WATERMAN.

313 (2). MAMMALIAN ANATOMY (HYGIENE 313).

The digestive, respiratory, excretory, reproductive, circulatory, and nervous systems.

Required of first-year graduate students in the Department of Hygiene and Physical Education; also of juniors who are registered as five-year Hygiene students with the exception of those students who have already completed 203. If counted as part of a major in Zoölogy, 313 should be preceded by 101 and 301. Three periods a week, in general one of lecture and discussion, and two of laboratory, counting two hours. MISS WATERMAN.

303 (1). HISTOLOGY AND HISTOLOGICAL TECHNIQUE.

A study of the microscopic structure of the tissues and organs of mammals. Emphasis on the relation of structure and function. Some training in the preparation of tissues for microscopical study.

Open to juniors and seniors who have completed or are taking 203 or 204 or 308. Six periods a week, in general one of lecture and discussion, and five of laboratory, counting three hours. MISS KAAN.

304 (2). EMBRYOLOGY.

The development of an individual from its origin as a fertilized egg through the time of formation of the principal organs and systems. The maturation and function of the germ cells. Laboratory work chiefly on a study of chick and pig embryos.

Open to juniors and seniors who have completed or are taking 203 or 204 or 308. Six periods a week, in general two of lecture and discussion, and four of laboratory, counting three hours. MISS KAAN.

305 (2). THEORIES AND PROBLEMS OF ZOÖLOGY.

The present-day theories and problems of Zoölogy, and the history of their development; including such questions as the origin of life, growth, and the theories and factors of evolution.

Open to students completing a twenty-four-hour major in Zoölogy, and to others with the approval of the department. Three hours. MISS AUSTIN.

306 (1). GENETICS.

The principles of heredity, based on the cytological and genetical evidence found in animals; the application of these principles to human inheritance and to the practical problems of eugenics. The class work is supplemented by a few breeding tests with Drosophila.

Open to students completing a twenty-four-hour major in Zoölogy, and to others with the approval of the department. Three hours. MISS HAYDEN.

310 (2). ADVANCED HISTOLOGY. (Not given in 1942–43.)

A continuation of the study of organs not included in 303. Various aspects of histological research are considered in a series of reports on original papers. Individual problems afford practice in special methods of technique.

Open to juniors and seniors who have completed 303. Six periods a week, in general one of lecture or discussion and five of laboratory, counting three hours. MISS KAAN.

314 (2). CYTOLOGY. (Not offered in 1942–43.)

The biology of the cell. The structure of protoplasm, nucleus, cytoplasm; the phenomena of mitosis, maturation, fertilization; the relation of cellular structure to sex and heredity. Some training is offered in the technique of microscopical preparation.

Open to students completing a twenty-four-hour major in Zoölogy. Six periods a week, in general two of lecture and discussion, and four of laboratory, counting three hours. MISS HAYDEN.

315 (1). PROTOZOÖLOGY. (Not given in 1942–43.)

The morphology, taxonomy, genetics, and interrelationships of the

Protozoa; their general physiology; parasitic types; and some of the problems of broad biological significance illustrated by a study of the group.

Open to students completing a twenty-four-hour major in Zoölogy. Six periods a week, in general two of lecture and discussion, and four of laboratory, counting three hours. MISS AUSTIN.

350. RESEARCH OR INDIVIDUAL STUDY.

Elementary research problems in Invertebrate and Vertebrate Zoölogy, Ecology, Histology, Embryology, Cytology, Protozoölogy, and Physiology. Independent work required of the student under the direction of the instructor in the field chosen.

Open to graduate students and, by permission, to seniors. Three hours for a semester or six hours for a year. The amount of work contemplated must be indicated at the time of handing in electives.

PHYSIOLOGY

302. PHYSIOLOGY (HYGIENE 302).

For description, see 308.

Required of first-year graduate students in the Department of Hygiene and Physical Education; also required of students registered for the five-year Hygiene course, either in the junior or senior year. If counted as part of a major in Zoölogy, 302 should be preceded by 101. Open to Hygiene students only; others take 308. Six periods a week, in general two of lecture and discussion, and four of laboratory, counting six hours. MISS HALL.

308. PHYSIOLOGY.

The course gives a fundamental knowledge of general physiological processes. Simple physical and chemical studies of living matter. Observations of more complex physiological processes—nutrition, circulation, respiration, excretion, nerve-muscle response, reproduction, endocrine activities.

Open to students who offer as prerequisites Zoölogy 101 and Chemistry 101 or 103; or to students who in addition to fulfilling the Chemistry requirements have completed or are taking Zoölogy 203. Open by permission without prerequisite to students majoring in Chemistry. Chemistry 301 is recommended as a parallel course. Six periods a week, in general two of lecture and discussion, and four of laboratory, counting six hours. MRS. WILSON.

309 (1). METABOLISM.

The physiological reactions by means of which energy changes are produced in the animal body. The laboratory work includes a clinical

method of determining basal metabolism and individual problems to illustrate normal and abnormal physiological oxidations in laboratory animals.

Prerequisite, 302 or 308. Six periods a week, in general two of lecture and discussion, and four of laboratory, counting three hours. MISS HALL.

312 (2). PHYSIOLOGY OF NUTRITION.

The study of assimilation by tissue cells and the processes involved in normal digestion and absorption of foodstuffs. Normal and faulty nutrition compared by feeding experiments with animals.

Prerequisite or corequisite, 308 or 302. Chemistry 301 is not required as a prerequisite but is recommended. Six periods a week, in general two of lecture and discussion, and four of laboratory, counting three hours. MISS HALL.

316 (2). PHYSIOLOGY OF THE ENDOCRINE GLANDS. (Not offered in 1942–43.)

The chemical control of the animal organism through the secretions of the endocrine glands. Individual problems.

Prerequisite or corequisite, 308 or 302. Six periods a week, in general two of lecture and discussion, and four of laboratory, counting three hours. MISS HALL.

350. RESEARCH OR INDIVIDUAL STUDY.

(See Zoölogy.)

DIRECTIONS FOR ELECTION

These courses are designed to provide for the general student a basis for the interpretation of phenomena in the world of living things. At the same time they may furnish a foundation for students who plan to follow professionally some phase of biological work, such as teaching, research, laboratory technique, medicine, public health, physical education, nursing, medical social service.

Five-year Hygiene students wishing to major in the department should elect 101 in the freshman or sophomore year, and 301, 313, and 302 in the junior and senior years.

Pre-medical students are referred to the requirements as given under electives, page 37.

For public health work, students are advised to elect 101 or 203, 308 and 303. Students majoring in Zoölogy are advised to include Botany 308 among the courses related to the major.

A major is based on 101. A knowledge of Chemistry is required of all students majoring in Physiology and is desirable for students majoring in Zoölogy. A reading knowledge of French and German is desirable, though not required.

Students majoring in Zoölogy or Physiology may under certain conditions obtain permission from the Chemistry department to take Chemistry 301 after having taken 101.

Students who intend to major in Zoölogy or Physiology as a foundation for professional work are urged to consult with the department before completing their plans.

General Examination

The general examination will test the student's knowledge of the fundamental principles underlying animal life, the essential facts involved, and their significance. It will also test her ability to correlate the subject matter of the courses included in her major.

THE COLLEGE COMMUNITY

Wellesley is a residential college. The conditions of life at Wellesley are designed to facilitate and supplement the scholar's activity.

The Deans are the officers most directly concerned with the organization of the academic community. In addition to the Dean of Instruction, the Dean of Students, and the Dean of Residence, there is a dean for each class. The Dean of Freshmen is *ex officio* chairman of the Board of Admission and is, therefore, in a favored position to help entering students take their places in the life of the College. At the beginning of the sophomore year, each class is assigned to a member of the teaching staff who is relieved from some duties in order to assume responsibility as the academic adviser for the class during its last three undergraduate years. The Dean of Students is chairman of the class deans and is especially responsible for the interpretation of educational policy to the students. The Dean of Instruction is in charge of those matters of educational policy and administration which relate especially to the faculty.

Halls of Residence are maintained for all undergraduates except those within commuting distance who prefer to live at home. A Head of House presides over each residence and coöperates with the student officers to develop the house group as a congenial social unit. Most of the campus halls have resident faculty members, and other members of the faculty are frequently entertained in the houses by students. There are nine freshman houses. Seven of these are in the village, not far from the campus, and accommodate approximately half the entering class. Each freshman house has a freshman chairman with a junior as her adviser. In each of the other campus houses, members of at least three classes are in residence. Rooms are assigned to new students in the order in which their original application fees have been received. Students in residence at the time of the spring room-drawing choose their rooms in the order of choice determined by lot within each class.

Religious Services are held daily in the College Chapel. On week days these are conducted by some member of the faculty, except on Thursday when a member of the senior class is the leader. The Sunday morning services are led by visiting clergymen of many denominations. In all these services the college choir, led by a member of the department of Music, participates; and, in addition, there are a number of special musical vesper services during the year. The Christian Association conducts a varied program of religious discussions and conferences, and its officers direct numerous service agencies in the

neighborhood of Wellesley in which many students participate. The Christian Association coöperates with the Student Christian Movement and is an important link between Wellesley students and those of other colleges in this country and abroad.

The Health Service is directed by the college physicians in coöperation with the department of Hygiene and Physical Education. The medical staff includes four physicians, one of whom is a psychiatrist. One of the physicians is available for visits to student houses, and a clinic is open without charge to all students at Simpson Infirmary, where seven trained nurses are in constant attendance. The proximity of the College to Boston permits frequent conference with other doctors, and early consultation in case of serious illness is assured. Hospitals in Boston and Newton are so accessible that immediate care can be given to any type of illness or accident. In case of serious illness, parents are notified by telephone or telegram. Seven days of infirmary care are provided without charge to the student.

Emphasis is laid on preventive medicine and on the maintenance of healthy living conditions on the campus. Campus employees are examined by a college physician, and the doctors coöperate with the dietitian and purveyor in the selection of food.

The Placement Office, established by the Founders of the College as the Teachers' Registry, includes in its scope the placing of graduates in teaching and in business positions, the supplying of information about training courses, apprenticeships, and assistantships, the arranging of lectures and discussions on occupations. Registration for placement is open to all who have taken courses in Wellesley College. Students are invited to register during their senior year but the office is open for conference and advice to all students. The office maintains files, collects credentials, and is the source of information concerning the vocational equipment and experience of Wellesley women. The registration fee is $2.00 for life membership, and no commission is charged for placement. The office also registers undergraduates and alumnae for summer work, and has charge of undergraduate employment.

The staff of the Placement Office consists of a Director, two Appointment Secretaries, a Consultant from the Psychology department, and three assistants. This staff is in active coöperation with other administrative offices.

The College Government Association is responsible for the maintenance of efficient organization of the undergraduate community. It is directed largely by students, though it receives its charter from the Academic Council of the Faculty, which has representatives on its governing boards. Other student organizations foster a variety of in-

terests: the Athletic Association; the Barnswallows (dramatic) Association; the Christian Association; the Forum, which is a federation of such organizations as the International Relations Club and the Domestic Affairs Club; the Cosmopolitan Club; the Poetry Club; and numerous departmental clubs.The Wellesley College Service Fund is administered by a special committee of faculty and students which raises and distributes funds for educational and philanthropic agencies. The largest item in its budget is the annual contribution to Yenching University in China.

There are six societies which combine informal social events with extra-curricular study. Each society has a small house containing clubrooms and kitchen facilities. The membership in each group is limited to thirty-five juniors and seniors, and the alumnae members maintain an active interest.

EQUIPMENT

Academic and Community Buildings

(Listed in order of construction)

College Hall, the first academic building of Wellesley College, was the gift of the founders, Mr. and Mrs Henry Fowle Durant. In 1875 it was finished and equipped under the close personal supervision of the founders. On March 17, 1914, all but one wing of this historic building was destroyed by fire. That wing, in constant use since 1914, was remodeled in 1936 and houses the department of Geology and Geography. It is located on the hill overlooking Lake Waban.

Music Hall and Billings Hall are large brick buildings devoted to the department of Music. Music Hall, built in 1880, contains offices, practice studios, and listening rooms, and includes in its equipment thirty-seven pianos, six victrolas, a recording machine, and a two-manual organ. The ground floor of Billings Hall (opened in 1904) is given over to the department offices, two classrooms, and a small auditorium. These are equipped with six pianos, a clavichord, a three-manual organ, two specially built phonographs of rare fidelity in reproduction, and apparatus for the projection of music on a large illuminated screen. The second floor is occupied by the Music Library and the office of the Research Librarian in Music.

The Music Library contains 4,350 scores, 2,400 reference books on musical subjects, and 1,800 victrola records, and includes as well a collection of musical manuscripts which is part of the Hazard Collection now housed in the treasure room of the main library.

The department has at its disposal the assignment to students of eight tickets for the weekly concerts of the Boston Symphony Orchestra in Symphony Hall, Boston.

Simpson Infirmary, a brick building erected in 1881, was used as a residence hall until 1908. It now provides living quarters for the Resident Physician and the infirmary staff.

Adjoining this building is a thoroughly modern hospital unit completed in February, 1942. Besides the doctors' offices and well-equipped clinic, there are twenty-three patients' bedrooms, lounges, a solarium, and X-ray and physiotherapy laboratories.

The Farnsworth Art Building was the gift of the late Isaac D. Farnsworth in 1889. It contains lecture rooms and exhibition galleries and is used by the department of Art for its library, study rooms, laboratories and studios.

Through the active interest of friends of the College, the Museum contains a small but representative selection of monuments from different periods and styles: Egyptian minor arts, including 16 scarabs and a seal from the Murch collection; the M. Day Kimball collection of classical sculpture; Græco-Buddhist stucco sculpture from Kashmir; a recently excavated mosaic from Antioch; a few Italian primitives; a 16th century tapestry; the James J. Jarves collection of textiles and laces; a polychrome terracotta bust of the Virgin attributed to Silvestro dell' Aquila; a bronze by Kolbe; an early Corot; a late Renoir; a small painting by Francesco Furini; the Cumæan Sibyl by Elihu Vedder; two paintings by Frank Duveneck; a protrait study by Whistler; and two miniatures by Artemis Tavshanjian.

A bulletin is published by the Museum at irregular intervals.

THE CHAPEL was presented in 1899 by Miss Elizabeth G. Houghton and Mr. Clement S. Houghton as a memorial to their father, Mr. William S. Houghton, a trustee of the College from 1880 to his death in 1894. Its windows include memorials to the Founder of the College and to various alumnae and members of the faculty. Behind the memorial tablet (by Daniel Chester French) in honor of Alice Freeman Palmer are the urns holding her ashes and those of her husband, Professor George Herbert Palmer, trustee of Wellesley College from 1912 to 1933. The three-manual, Aeolian-Skinner organ of ninety-one stops was dedicated in the fall of 1936.

THE WHITIN OBSERVATORY is a one-story building of brick, faced with white marble, situated on a small hill on the college grounds and devoted entirely to the use of the department of Astronomy. THE OBSERVATORY HOUSE, the residence of the Director of the Observatory, is nearby. The Observatory, the House, and much of the astronomical equipment are gifts of the late Mrs. John C. Whitin.

MARY HEMENWAY HALL, on the western border of the campus, was erected in 1909 as headquarters of the department of Hygiene and Physical Education when the Boston Normal School of Gymnastics became a part of Wellesley College.

THE LIBRARY of the College, endowed by Eben Norton Horsford, now numbers over 212,400 bound volumes, including the departmental libraries. The books in the General Library building form a collection chosen primarily for the use of students and instructors in the college courses in Literature and Languages, History, Economics, Sociology, Philosophy, Education, Religious History, and certain of the sciences. The General Library is open on weekdays from 8:10 A.M. to 9:30 P.M., and on Sundays from 2:30 to 9:30 P.M. Students have

direct access to the shelves. The Library is catalogued by author and subject entries, and the most recent and useful bibliographical aids are provided. Special effort is made to train students in methods of research.

The Library subscribes for more than eight hundred American and foreign periodicals, including daily newspapers representing different sections of the United States, besides representative British and Continental dailies.

The Library has also many special collections of great interest and value to the student doing graduate or other research work. Among the most valuable of these are the Plimpton Collection, established by Mr. George A. Plimpton in memory of his wife, Frances Pearsons Plimpton, of the class of 1884, which comprises over a thousand volumes of Italian books and manuscripts chiefly of the Renaissance; the Ruskin Collection, the gift of Mr. Charles E. Goodspeed; and the Collection of Early and Rare Editions of English Poetry given for the most part by Professor George Herbert Palmer.

The Brooks Memorial Room, opened in 1921, provides comfortable and beautiful surroundings with carefully selected books for leisure hours of reading.

The following departmental libraries are located in the buildings of the respective departments: Art, Astronomy, Botany, Chemistry, Geology, Hygiene, Music, Physics, Psychology, and Zoölogy.

THE PAGE MEMORIAL SCHOOL on the college campus has two small buildings and is devoted to the education of young children.

FOUNDERS HALL, a building for lecture rooms and department offices pertaining to instruction in the liberal arts, was opened for use in 1919. The hall was built from the Restoration Fund, secured for the College through trustees, faculty, alumnae, and other friends, and replaces in some part College Hall, the first and main building of the College. The building is dedicated as a memorial to the Founders of the College, Henry Fowle Durant and his wife, Pauline Adeline Durant.

ALUMNAE HALL, built in 1923 as the gift of the alumnae for a recreation center, contains an auditorium seating 1,570, a ballroom, a library, committee rooms for the use of alumnae and students, and full equipment for entertaining. There is also a recreation room, known as "The Well", which contains a soda fountain, tables for light refreshments, and a nickelodeon.

SAGE HALL was built to house the departments of Botany and Zoölogy and Physiology. The first unit for the department of Botany was erected in 1927, and the Zoölogy and Physiology unit in 1931. The principal donor was Mrs. Russell Sage.

HETTY H. R. GREEN HALL, the administration building, was in large part the gift of Mrs. Green's son and daughter, Colonel Edward H. R. Green and Mrs. Matthew A. Wilks. It contains the administrative offices, class and seminar rooms, the faculty assembly hall, and offices of student organizations. The Galen L. Stone Tower, named for its donor, contains a carillon which was the gift of Mrs. Charlotte Nichols Greene.

PENDLETON HALL was opened in 1935. It was named at the request of the undergraduates in honor of Ellen Fitz Pendleton, President of the College from 1911 to 1936. This fire-proof building houses the departments of Chemistry, Physics, and Psychology.

THE RECREATION BUILDING, containing the GEORGE HOWE DAVENPORT SWIMMING POOL, was opened in March, 1939. It is the gift of many donors, two of whom, Mr. and Mrs. Davenport, gave large sums. Students and alumnae gave generously to increase the "Swimming Pool Fund" which accumulated for nearly thirty years. This building serves as a recreation center for students, faculty, administration, alumnae, and their guests.

LABORATORIES AND SCIENTIFIC COLLECTIONS

ASTRONOMY. The Whitin Observatory contains two rooms surmounted by rotating domes, twenty-five feet and twelve and one-half feet in diameter respectively; a transit room; a well-lighted room for elementary laboratory work; and a room in which is kept the department library. In the larger dome room is mounted a twelve-inch Clark equatorial refracting telescope, which is provided with a filar micrometer, a polarizing photometer, and an attachment for photographing the moon. The smaller dome contains a six-inch Clark refractor, which is provided with an electric driving clock, a filar micrometer, a wedge photometer, and an Evershed protuberance spectroscope, and which may be used as a guiding telescope for a small photographic camera. Both domes are rotated by electric motors. In the transit room is mounted a Bamberg prismatic transit of three inches aperture. A four-inch telescope with objective by Browning is mounted in a south wall of the building, with the eye end inside and the optic axis parallel to the axis of the Earth; a plane mirror beneath the object-glass reflects into the latter the light of the object observed. An electrically driven heliostat, mounted in a separate small dome on the roof, reflects sunlight through a lens of 18 feet focal length into the basement, where, after an additional reflection, it is utilized in a horizontally mounted Hale spectrohelioscope. The Observatory is supplied with two Howard sidereal clocks, a Bond mean-time chronometer, and a chronograph, any of which may be connected electrically

through a switch-board with keys near the various telescopes; a Berger surveyor's transit; a 60-mm. Zeiss tripod telescope; two calculating machines; a Gaertner comparator for measuring spectrograms; and a large collection of illustrative apparatus, lantern slides, and photographs. A flat portion of the roof of the neighboring Sage Hall is fitted with illuminated tables for the use of astronomy students during naked-eye study of the sky.

BOTANY. The laboratories of the department of Botany in Sage Hall are fully equipped for general and special work. Connecting with the building at three points is a range of modern greenhouses consisting of a large palm house and fourteen smaller houses. The greenhouses contribute to all the courses in the department, but are of special importance in connection with the work in general botany, plant culture, physiology, ecology, taxonomy, and genetics. Special laboratories, and constant-temperature dark-rooms and radiation-rooms, well equipped with biological, chemical, and physical apparatus, are used in conjunction with the greenhouses. The department has a wood-working and machine shop for repairing and making apparatus. The Susan M. Hallowell Memorial Library is exceptionally well supplied with reference works and current periodicals. The illustrative collections comprise an herbarium of over 88,000 sheets, a working museum of more than 5,000 specimens and models, and a large collection of charts, lantern slides, and microscopical mounts. The department has an "Outdoor Laboratory" of small gardens for the use of students in the beginning course, a Genetics field, and a Botanic Garden and Arboretum. The native flora about Wellesley is easily accessible, furnishing a convenient field for both the taxonomist and ecologist.

CHEMISTRY. The department of Chemistry has in Pendleton Hall three lecture rooms with complete demonstration tables and apparatus for special experiments, a seminar room, and a library in memory of Professor Charlotte Fitch Roberts. Each course is provided with a laboratory designed and equipped for its special needs. There is a large dark room for optical instruments and smaller ones for photographic work. The laboratories are exceptionally well provided with apparatus for advanced research in the field of spectrographic analysis, of both the absorption and emission types. Rooms have been arranged for special organic experiments, for electrolytic work and for micro-combustions. General research rooms are available which are provided with equipment adaptable to various experimental problems. Throughout the building there are systems for hot and cold water, distilled water, gas, compressed air, vacuum, high-pressure steam, hydrogen sulfide, and both direct and alternating current, so that these services are available wherever desired.

GEOLOGY AND GEOGRAPHY. The building occupied by the department of Geology and Geography contains well-equipped lecture rooms and laboratories, a small library, and museum and case rooms for housing the department's large collections of demonstration materials.

The museum and laboratory material of the department includes a typical collection of dynamical and structural geology specimens, systematic, mineralogical and petrographic collections, and a wide variety of fossils. The department has two noteworthy collections. The first is the Horace I. Johnson Mineral Collection, which consists of five thousand valuable and beautiful mineral specimens, including many precious metals and stones. This collection is the gift of the late Mr. John Merton, and was presented through the Class of 1915 by the courtesy of Miss M. Helen Merton. The second is the Reverend David F. Pierce Collection, which includes a complete and rare collection of building and ornamental stones and many precious and semi-precious minerals. This collection is the gift of Professor Frederick E. Pierce of Yale, Miss Anna H. Pierce, and Miss Mary E. Pierce of the Class of 1898.

The maps of the department include many large scale wall maps, maps of the United States Coast and Geodetic Survey, and complete files of geologic folios and topographic maps of the United States Geologic Survey. In addition several thousand topographic maps and folios are arranged in collections for individual use in the laboratory. The department has an excellent assortment of lantern slides which illustrate many phases of geology and geography.

HYGIENE AND PHYSICAL EDUCATION. Mary Hemenway Hall provides lecture rooms, completely equipped laboratories, photography and examining rooms, offices and conference rooms. The department library, in charge of a full-time librarian, affords students unusual opportunities to make use of the extensive collection of professional books, reference works, periodicals, and pamphlets. A special endowment for this library makes possible continual enrichment of the collection.

The Recreation Building, Mary Hemenway Hall, and adjacent athletic fields include the following facilities, which serve as laboratories for the professional students in Hygiene and Physical Education and for instructional classes and recreational activities for students, faculty, and administration: a swimming pool, courts for badminton, basketball, squash, tennis, and volley ball; an archery range; playing fields for hockey, lacrosse, and softball; and activity rooms for fencing, gymnastics, folk, modern and tap dance, individual corrective exercise and modified recreational activities.

Lake Waban makes possible canoeing, crew rowing, skating, and

swimming. Additional facilities include the green of the Outdoor Theatre and the ballroom of Alumnae Hall for modern dance, a college-owned golf course, and the bridle paths and riding ring of a nearby riding club.

MATHEMATICS. The department has a collection of 250 models, chiefly of thread, paper, plaster, or celluloid. The 50 Brill-Schilling models include ruled surfaces, skew curves on celluloid, and three kinematic models of cycloidal curves. There are several large thread models used with the lantern in the study of skew curves, wire models for Plateau's films, and many simple models, some of which were made by members of the department and some by students. There is a fine transit for the use of classes in trigonometry, a sextant, several types of modern stereoscopes, a microfilm reader, and two computing machines used in the classes in statistics.

PHYSICS. The department of Physics has, on the second floor of Pendleton Hall, large, well-lighted laboratories for general physics, optics, electricity, and meteorology; on the first floor, lecture and recitation rooms, with a central apparatus room, library, and offices. In the basement are machine and wood shops, advanced laboratories, research rooms, photographic dark rooms, glass-blowing and chemical preparation rooms. Lecture tables and laboratories are fitted with gas, water, compressed air and vacuum systems. Six electrical distribution panels permit the use of direct and alternating currents of various voltages in all parts of the building.

The equipment is thoroughly modern. The lecture apparatus is sufficient to permit a wide range of experiments. Duplication of apparatus permits close coördination between lectures and laboratory work in the elementary courses. The department is especially well equipped for advanced courses in the fields of optics, electricity, including high frequency oscillations, electronics, and atomic physics.

PSYCHOLOGY. The laboratory in Pendleton Hall consists of a number of small rooms in which an observer and subject may work on elementary problems; several larger laboratories for advanced problems requiring more elaborate apparatus; specially designed rooms for studies in visual, auditory, and olfactory sensations; facilities for photography; a small but well-fitted workshop. There is also a room equipped for animal experimentation. The money from the Sanford Fund is being used to purchase all apparatus necessary for a modern laboratory.

The library and seminar room is dedicated to the memory of Eleanor Acheson McCulloch Gamble, former professor of psychology.

ZOÖLOGY AND PHYSIOLOGY. The department of Zoölogy and Physi-

ology occupies in Sage Hall lecture rooms, laboratories, research rooms, a library—a memorial to Caroline B. Thompson—a museum, and a vivarium which includes mammal rooms and runways and a large aquarium room containing frog and turtle pools, tanks for salt and fresh water forms and for tropical fishes.

The museum material includes teaching collections of fishes, amphibians, reptiles, birds and mammals, and many fine anatomical and embryological models. Invertebrates are represented by extensive collections of insects and shells and models of important types.

RESIDENCES

The college residences are grouped into several units on and off the campus. In all houses the rooms are provided with the necessary furniture, including rugs and desk lamps.

The Hazard Quadrangle consists of four houses having approximately 88 students in each: Beebe, Cazenove, Pomeroy, and Shafer Halls.

The Tower Court group receives its name from the largest of its three buildings (which accommodates 216) and includes, also, Claflin Hall (with 95 students) and Severance Hall (with 125).

Stone and Olive Davis Halls form one building, though each half is operated as an independent unit for 80 students.

Norumbega Hall (with 54 students) is centrally located on the hill with Green, Founders, and Pendleton Halls, and the Farnsworth Art Building.

Munger Hall was built in 1935 as a coöperative house to accommodate 114 students.

Dower House and Homestead are campus residences, each accommodating about 35 freshmen who take their meals at Olive Davis Hall.

Seven houses in the village—Crofton, Eliot, Elms, Washington, Webb, Little, and Noanett—form a residence unit for approximately 200 freshmen.

Fiske House, the Graduate Club House, accommodating about 25, is the social headquarters for all graduate students.

Horton, Shepard, and Hallowell Houses are club and apartment houses for members of the faculty. They are located in close proximity to the campus.

The President's House, Oakwoods (the home of the Dean of Students), Crawford (the home of the Dean of Residence), and Observatory House (the home of the Director of the Observatory), are on the campus.

Each of the larger student residences contains several faculty apartments.

EXPENSES

For students resident in college houses	$1100
For students not resident in college houses	500

Undergraduate students who are permitted to take seven semester hours or less of classroom work a semester, and who do not live in college buildings, pay tuition by the course as follows: for two semester hours, $50 a year; four semester hours, $100; six semester hours, $150. Payment is due at the beginning of the year.

For graduate students, the charge for full tuition is $150 a semester, covering a program of eight or more semester hours. Tuition for the year is payable in two installments of $150 each, one at the opening of college and the other at the beginning of the second semester. Students in the Department of Hygiene and Physical Education are allowed $50 each semester to be applied against tuition in return for four hours a week of assistance in the work of the department. Fees for a program of less than eight semester hours, and for residence in the Graduate Club House may be found in the *Graduate Circular*.

TIMES AND AMOUNTS OF PAYMENT

Payments must be made before the student can take her place in the classroom. No exception will be made to this rule without written permission from the Assistant Treasurer.

Checks or money orders should be made payable to Wellesley College. If sent by mail, they should be addressed to the Assistant Treasurer.

There are no deductions for absences, and no refunds save in exceptional cases of which the College shall be the sole judge.

For students resident in college houses:

July 10 . . . . . $50

Deposit to reserve a place in college for the ensuing year. Failure to make such deposit will mean loss of enrollment. No part of any scholarship or loan awarded by Wellesley College and ordinarily no part of a grant from the Wellesley Students' Aid Society may be applied on this payment.

The deposit is not refundable.

Unless requested the College does not expect to send receipts for this deposit, as cancelled checks will be receipts.

August (at the opening of college)	$550
January (before the beginning of the second semester)	500

FOR STUDENTS NOT RESIDENT IN COLLEGE HOUSES:

July 10 . . . . . $50

Deposit to reserve a place in college for the ensuing year. Failure to make such deposit will mean loss of enrollment. No part of any scholarship or loan awarded by Wellesley College and ordinarily no part of a grant from the Wellesley Student's Aid Society may be applied on this payment.

The deposit is not refundable.

Unless requested the College does not expect to send receipts for this deposit, as cancelled checks will be receipts.

August (at the opening of college) $250
January (before the beginning of the second semester) . . . 200

Graduate and special students who do not live in college buildings make payment for room and board directly to the management of the private houses in which they have secured lodging and meals, at such rates and times as the parties to the arrangement may agree upon. Information regarding boarding places may be obtained by addressing the Dean of Residence.

TUITION AND FEES IN DEPARTMENT OF MUSIC

For instruction for the college year in piano, organ, violin, violoncello, or voice, two lessons a week $150
One lesson a week (one-half hour) 75
For use of a practice studio, one period daily for the college year 15
For two or three periods daily, in proportion.
For use of the pipe organ in Music Hall, one period daily for the college year 20
For two or three periods daily, in proportion.

Special arrangements may be made for lessons on instruments not mentioned above.

Tuition in music is payable in advance in two equal installments, one at the beginning of each semester, and is not subject to return or deduction since no student may elect music for a shorter period than one semester.

FEES

I. Application fee.

An application fee of $10 is required from all candidates for admission, and no application is recorded until the fee is received. The same fee is required from all former students who apply for readmission. Application fees will not be credited on any bill.* If the application is

* This does not apply to application fees paid before March 15, 1931.

cancelled for any reason the fee is forfeited to the College. A student who postpones entrance until the year following the one for which she first applied may transfer her application fee.

II. Matriculation and diploma fees for graduate students.

A matriculation fee of $5 is payable when an applicant is admitted to graduate work. The diploma fee of $5 is payable upon receipt of the Master's degree or the Certificate in Hygiene and Physical Education.

III. Infirmary fees.

The privileges of the infirmary, when prescribed by the Resident Physician, are open to all students without charge for a period not exceeding seven days, provided no extra service is required. An infirmary fee of $2.25 a day is charged for periods exceeding seven days. Charges for extra services will be determined by the amount required.

Note:—Every student should also plan for an annual expenditure of $30 to $50 for the purchase of books and supplies.

No student may receive a diploma until a satisfactory settlement of all her college fees has been made.

SCHOLARSHIPS, LOANS, AND PRIZES

Scholarships maintained by income from permanent funds listed below are awarded annually to undergraduate students, and grants are made from other funds which the trustees set aside for this purpose each year. The students who qualify for these scholarships are, in the main, those who have been in Wellesley College at least a year, but some freshmen and a few students who transfer from other institutions receive grants. Awards are made in recognition of intellectual ability, of good college citizenship and character, and of genuine financial need. The magnitude of the scholarships ranges in general from $100 to $500.

Applications from students in college must be filed with the Dean of Students, who is Chairman of the Faculty Committee on Scholarships, on forms furnished for the purpose and in accordance with the instructions posted at the beginning of the second semester.

Scholarships for Freshmen:

A limited number of scholarships are offered to incoming freshmen. Awards are based on financial need, scholastic ability, and promise of good college citizenship. There are fifteen Pendleton Scholarships of $600. As funds permit, sums ranging from $100 to $400 are awarded to other freshman applicants.

Applications from all candidates for admission should be made to the Dean of Freshmen before March 15 of the year of admission.

More detailed information about scholarships and coöperative houses may be obtained by writing directly to the Dean of Freshmen.

Coöperative House:

Places in the coöperative house, Munger Hall, are awarded as scholarship grants to students qualified for receiving this aid and capable of contributing to the work of the household.

Opportunities for Employment:

The Placement Office offers assistance to students who wish to earn money toward their college expenses. The types of employment are mainly clerical work, tutoring, library work, assisting in the various offices of the College, and some domestic work. While the Placement Office makes every effort to obtain places for those who wish to work, it cautions students against depending upon this source for any regular or considerable income. Such employment makes a distinct draft upon strength and time, and it is hardly to be advised for the freshman year.

The Wellesley Students' Aid Society:

This organization is maintained by alumnae and former students of the College, aided by the faculty and undergraduates, as their contribu-

tion towards keeping the opportunity of Wellesley open to students of moderate means. Awards are made both in gifts and in loans, and usually in some combination of the two. These awards are made on practically the same basis as the college scholarships and supplement them for necessary college expenses. They ordinarily range from $50 to $200. Loans and occasionally gifts in small sums, $5 to $25, are also made for incidental expenses and emergencies.

SCHOLARSHIP FUNDS

ADAMS SCHOLARSHIP FUND of $2,200, founded in 1907 by bequest of Adoniram J. Adams of Boston.

ALDRICH SCHOLARSHIP FUND of $1,004, founded in 1931 by bequest of Alzora Aldrich of the class of 1896.

EDITH BAKER SCHOLARSHIP of $7,800, founded in 1892 by bequest of Mrs. Eleanor J. W. Baker, in memory of her daughter.

WALTER BAKER MEMORIAL SCHOLARSHIP of $7,800, founded in 1880 by Mrs. Eleanor J. W. Baker and increased by her bequest in 1892, in memory of her son.

EMILIE JONES BARKER SCHOLARSHIP FUND of $6,082, founded in 1928 by a group of alumnae and other friends in honor of the first resident physician of the College (1875) as a fund subject to annuity, became available for scholarships in 1942, increased in 1942 by transfer of the Emilie Jones Barker Scholarship Fund (Trustee).

DR. ALMA EMERSON BEALE FUND of $3,300, founded in 1917 by bequest of Dr. Alma E. Beale of the class of 1891.

LILLIAN HUNT BERMANN SCHOLARSHIP of $5,550, founded in 1937 by bequest of Mrs. Bermann, enrolled 1881-83.

LUCILE KROGER BERNE SCHOLARSHIP FUND of $10,000, founded in 1936 by Albert Berne, in memory of his wife of the class of 1911.

CHARLES BILL SCHOLARSHIP FUND of $7,800, founded in 1898 by bequest of Charles Bill.

CHARLES B. BOTSFORD SCHOLARSHIP FUND of $5,600, founded in 1920 by bequest of Lucy A. Botsford.

MARIAN KINNEY BROOKINGS SCHOLARSHIP FUND of $5,000, founded in 1929 by Mrs. Selina M. Kinney, in memory of her daughter of the class of 1904.

FLORENCE N. BROWN MEMORIAL SCHOLARSHIP of $5,600, founded in 1880 by Mr. and Mrs. Samuel N. Brown, Jr., in memory of their daughter.

EMILY GRACE BULL SCHOLARSHIP of $20,000, founded in 1930 by bequest of Mrs. E. Grace Bull Morse of the class of 1899.

ARTHUR L. CARNS FUND of $10,000, founded in 1931 by bequest of Arthur L. Carns.

MARY CASWELL MEMORIAL SCHOLARSHIP of $5,404, founded in 1928 by Miss Caswell's faculty and alumnae friends.

CHICAGO WELLESLEY CLUB SCHOLARSHIP FUND of $5,000, founded in 1939 by the Chicago Wellesley Club.

CINCINNATI WELLESLEY CLUB SCHOLARSHIP FUND of $461, founded in 1939 by the Cincinnati Wellesley Club.

AUGUSTUS R. CLARK MEMORIAL SCHOLARSHIP of $5,600, founded in 1880 by Mr. and Mrs. A. N. Clark.

CLASS OF 1880 SCHOLARSHIP of $2,230, founded in 1930 by the class of 1880.

CLASS OF 1884 SCHOLARSHIP FUND of $8,645, founded in 1919 by the class, increased in 1928 by bequest of Clara Brewster Potwin of the class of 1884, and increased in 1940 by bequest of Mary Hale Young of the class of 1884.

CLASS OF 1889 MEMORIAL SCHOLARSHIP of $1,100, founded in 1904 by the class, in memory of classmates who had died.

CLASS OF 1893 MEMORIAL SCHOLARSHIP FUND of $6,100, founded in 1913 by the class, in memory of classmates who had died.

CLASS OF 1916 SCHOLARSHIP FUND of $2,000, founded in 1933 by the class of 1916.

ABBIE A. COBURN MEMORIAL SCHOLARSHIP of $2,200, founded in 1892 by Mrs. Helen Smith Coburn in memory of her sister-in-law.

CONNECTICUT SCHOLARSHIP of $5,600, founded in 1912 by bequest of Mrs. Louise Frisbie.

MARGARET MCCLUNG COWAN FUND of $1,100, founded in 1888 by Reverend and Mrs. P. D. Cowan, in memory of their daughter.

ELIZABETH AND SUSAN CUSHMAN FUND of $23,610, founded in 1923 by bequest of Susan L. Cushman of the class 1891.

GEORGE H. DAVENPORT SCHOLARSHIP of $10,000, founded in 1933 by bequest of George H. Davenport, a former member of the Board of Trustees.

NORMA LIEBERMAN DECKER SCHOLARSHIP FUND of $6,487, founded in 1924 by Mrs. Emma Lieberman in memory of her daughter of the class of 1911, and increased in 1938 by Mrs. Decker's family.

DURANT MEMORIAL SCHOLARSHIP of $5,600, founded in 1883 by the officers and students of Wellesley College, in honor of Henry Fowle Durant.

PAULINE A. DURANT SCHOLARSHIP of $8,250, founded in 1880 by Henry Fowle Durant, and increased in 1919 by bequest of Mrs. Durant.

JOHN DWIGHT MEMORIAL SCHOLARSHIP of $10,000, founded in 1930 by William Scott Lyon.

GERTRUDE ELLIS SCHOLARSHIPS of $10,000, founded in 1936 by bequest of Mrs. Kate G. Ellis in memory of her daughter of the class of 1910.

EMMELAR SCHOLARSHIP of $5,600, founded in 1889 by the class of 1891.

RUBY FRANCES HOWE FARWELL SCHOLARSHIP of $2,100, founded in 1926 by John W. Farwell, in memory of his wife.

ELIZABETH S. FISKE SCHOLARSHIP of $5,600, founded in 1904 by bequest of Miss Fiske.

JOSEPH N. FISKE MEMORIAL SCHOLARSHIP of $9,000, founded in 1892 by Mrs. Fiske.

RUFUS S. FROST SCHOLARSHIPS of $6,700, founded in 1880 by Mr. Frost.

HOWARD COGSWELL FURMAN SCHOLARSHIP of $5,000, founded in 1928 by Mrs. Eleanor Van Allen Furman.

MARY ELIZABETH GERE SCHOLARSHIP FUND of $5,600, founded in 1900 by bequest of Miss Gere.

JOSEPHINE KEENE GIFFORD SCHOLARSHIP of $2,000, founded in 1932 by Mrs. Jarvis B. Keene, in memory of her daughter of the class of 1917.

MARGUERITE ADELAIDE GODDING SCHOLARSHIP FUND of $3,000, bequeathed in 1941 by Mrs. Adelaide M. Godding in memory of her daughter.

GOODWIN SCHOLARSHIP of $5,600 founded in 1897 by bequest of Mrs. Hannah B. Goodwin, a former member of the Board of Trustees.

HELEN DAY GOULD SCHOLARSHIP of $11,200, founded in 1896 and increased in 1901 by Helen Miller Gould Shepard in memory of her mother.

HELEN DAY GOULD SCHOLARSHIP of $11,200, founded in 1899 and increased in 1901 by Helen Miller Gould Shepard.

HELEN DAY GOULD SCHOLARSHIP of $11,200, founded in 1901 by Helen Miller Gould Shepard.

M. ELIZABETH GRAY SCHOLARSHIPS of $11,200, founded in 1914 by bequest of William J. Gray.

GROVER SCHOLARSHIP of $5,600, founded in 1878 by William O. Grover.

AMELIA A. HALL SCHOLARSHIP FUND of $10,000, bequeathed in 1917 by Amelia A. Hall of the class of 1885 as a fund subject to annuity, became available for scholarships in 1937.

SARAH EVELYN HALL SCHOLARSHIP FUND of $5,000, bequeathed in 1911 by Sarah Evelyn Hall of the class of 1879 as a fund subject to annuity, became available for scholarships in 1930.

THOMAS B. HARBISON MEMORIAL SCHOLARSHIP of $13,000, founded in 1938 by Helen D. Harbison of the class of 1917 in memory of her father.

CORA STICKNEY HARPER FUND of $2,200, founded in 1915 by bequest of Mrs. Harper of the class of 1880.

EMILY P. HIDDEN SCHOLARSHIP FUND of $2,200, founded in 1909 by bequest of Emily P. Hidden.

WINIFRED FRANCES HILL SCHOLARSHIP of $20,000, founded in 1928 by bequest of Mrs. Ida Parker Hill.

SARAH J. HOLBROOK SCHOLARSHIP of $3,300, founded in 1898 by bequest of Miss Holbrook.

EVELYN AND MARY ELIZABETH HOLMES SCHOLARSHIP FUND of $6,000, founded in 1930 by bequest of Evelyn Holmes, sister of Mary Elizabeth Holmes of the class of 1892.

SARAH J. HOUGHTON MEMORIAL SCHOLARSHIP of $6,700, founded in 1889, in memory of his wife, by William S. Houghton, a former member of the Board of Trustees.

ADA L. HOWARD SCHOLARSHIP of $6,700, founded in 1895 in honor of Miss Howard, the first President of the College.

JOHN R. HUNT MEMORIAL SCHOLARSHIP of $5,550, founded in 1937, in memory of her father, by Mrs. Lillian Hunt Bermann, enrolled 1881–83.

SARAH V. HUNT MEMORIAL SCHOLARSHIP of $5,550, founded in 1937, in memory of her mother, by Mrs. Lillian Hunt Bermann, enrolled 1881–83.

SARAH B. HYDE SCHOLARSHIP of $2,200, founded in 1898 by bequest of Mrs. Sarah B. Hyde.

JOHN AND JANE JACKSON FUND of $1,878, founded in 1932 by Margaret H. Jackson in memory of her parents.

ELIZA C. JEWETT SCHOLARSHIPS of $6,700, founded in 1894 by bequest of Eliza C. Jewett.

MARGARET WEYERHAEUSER JEWETT FUND of $5,337, founded in 1939 by Mrs. Margaret Weyerhaeuser Jewett.

SOPHIE JEWETT MEMORIAL SCHOLARSHIP of $1,100, founded in 1911 by Mrs. Elsa James Garvin of the class of 1906 in memory of Sophie Jewett, instructor and associate professor of English Literature 1889–1909.

MILDRED KEIM FUND of $11,200, founded in 1912 by Newton and Frances S. Keim in memory of their daughter Mildred of the class of 1912, who died in her junior year.

FRANCES LOUISE KNAPP MEMORIAL SCHOLARSHIP FUND of $945, founded in 1941 by gifts of alumnae and other friends in memory of Frances Knapp of the class of 1902, Dean of Freshmen 1925 to 1941, Chairman of the Board of Admission 1930 to 1941.

KATHARINE KNAPP SCHOLARSHIP of $5,600, founded in 1920 by bequest of Miss Knapp.

LEONA LEBUS SCHOLARSHIP FUND of $4,000, founded in 1941 by Bertha Lebus of the class of 1891 in memory of her sister Leona of the class of 1889.

ANNE A. LEWIS SCHOLARSHIP of $13,259, founded in 1942 by bequest of Jennie A. Douglas.

VINNIETTA JUNE LIBBEY SCHOLARSHIP of $4,000, founded in 1932 by bequest of Miss Libbey of the class of 1892.

AGNES M. LINDSAY FUND of $25,000, founded in 1938 by bequest of Agnes M. Lindsay.

ALICE H. LUCE SCHOLARSHIP FUND of $5,383, founded in 1941 by bequest of Dr. Alice Hanson Luce of the class of 1883.

MCDONALD-ELLIS GIFT SCHOLARSHIP FUND of $10,000, founded in 1940 by bequest of Jessie C. McDonald of the class of 1888.

JANET C. MOORE FUND of $2,000, founded in 1939 by bequest of her father William H. Moore.

GERTRUDE C. MUNGER SCHOLARSHIPS of $10,587, founded in 1930, in memory of her mother, by Jessie Munger of the class of 1886.

NEW JERSEY WELLESLEY CLUB SCHOLARSHIP FUND of $2,500, founded in 1939 by the New Jersey Wellesley Club.

ADELAIDE M. NEWMAN FUND of $3,000, founded in 1938 by Mrs. Charles C. Newman, in memory of her daughter of the class of 1931.

ANNA S. NEWMAN MEMORIAL SCHOLARSHIP of $2,100, founded in 1913 by gifts from former students.

NEW YORK WELLESLEY CLUB SCHOLARSHIP FUND of $6,225, founded in 1930 by the New York Wellesley Club.

NORTHFIELD SEMINARY SCHOLARSHIP of $5,600, founded in 1878.

ANNA PALEN SCHOLARSHIP of $11,200, founded in 1902.

ANNA C. PATTEN SCHOLARSHIP FUND of $10,524, founded in 1937 by bequest of D. Warren Patten, in memory of his sister, enrolled 1878–80.

MARY ARNOLD PETRIE SCHOLARSHIP of $5,000, founded in 1934 by bequest of Mrs. Anna A. Petrie, in memory of her daughter.

ADELAIDE L. PIERCE SCHOLARSHIP FUND of $15,000, founded in 1933 by bequest of Helen A. Pierce of the class of 1891, in memory of her mother.

ELEANOR PILLSBURY MEMORIAL SCHOLARSHIP FUND of $106,500, founded in 1926 by Mr. and Mrs. Cyrus H. K. Curtis, in memory of their daughter, Eleanor Pillsbury Pennell of the class of 1913.

PITTSBURGH WELLESLEY CLUB SCHOLARSHIP of $6,900, founded in 1932 by the Pittsburgh Wellesley Club.

CATHERINE AYER RANSOM SCHOLARSHIP of $1,100, founded in 1908 by bequest of Mrs. Ransom.

MAE RICE MEMORIAL SCHOLARSHIP FUND of $1,100, founded in 1905 by the class of 1902, in memory of their classmate.

SAMUEL M. AND ANNA M. RICHARDSON FUND of $102,619, founded in 1931 by bequest of Samuel M. Richardson, and increased in 1933 by bequest of Mrs. Richardson.

ROLLINS SCHOLARSHIP of $9,000, founded in 1903 by Augusta and Hannah H. Rollins, in memory of their parents.

HELEN J. SANBORN ALUMNAE SCHOLARSHIP FUND of $11,200, founded in 1905 by Helen J. Sanborn of the class of 1884.

SCIENCE HILL ALUMNAE ASSOCIATION SCHOLARSHIP FUND of $5,867, founded in 1941 by members of the Alumnae Association of Science Hill.

OLIVER N., MARY C., AND MARY SHANNON FUND of $18,550, founded in 1916 by bequest of Mary Shannon.

SHATTUCK SCHOLARSHIP FUND of $5,000, founded in 1942 by bequest of Miriam S. Shattuck, in the name and in memory of her mother, Clarissa Baxter Shattuck.

HARRIET A. SHAW SCHOLARSHIP of $20,000 in Music, Art, and Allied Subjects, founded in 1937 by gift of Mrs. Elizabeth Cheney Kaufmann.

ANNA MARGARET SLOAN AND MARY SLOAN SCHOLARSHIPS of $4,685, founded in 1942 by bequest of Mary Sloan.

DAVID B., MARY B., AND JEANNETTE COLE SMITH MEMORIAL FUND of $1,000, founded in 1935 by bequest of Mrs. Jeannette Smith Armitage of the class of 1911.

HARRIET F. SMITH SCHOLARSHIP FUND of $22,500, founded in 1881 by Henry Fowle Durant, in memory of his mother.

MARY FRAZER SMITH SCHOLARSHIP of $1,000, founded in 1934 by bequest of Mary Frazer Smith of the class of 1896.

STOCKWELL MEMORIAL SCHOLARSHIP of $2,200, founded in 1930 by bequest of Marie Louise Stockwell of the class of 1897.

STONE SCHOLARSHIP FUND of $28,100, founded in 1884 by Mrs. Valeria G. Stone.

SWEATMAN SCHOLARSHIP of $5,600, founded in 1880 by V. Clement Sweatman.

JESSIE GOFF TALCOTT FUND of $543,399, founded in 1931 by bequest of Mrs. Elizabeth R. Stevens, who stipulated that one-half of the income be used for scholarships.

JULIA BALL THAYER SCHOLARSHIP of $6,700, founded in 1907 by bequest of Mrs. Thayer.

JANE TOPLIFF MEMORIAL SCHOLARSHIP of $6,700, founded in 1883 by Mrs. William S. Houghton, in memory of her mother.

ANN MORTON TOWLE MEMORIAL SCHOLARSHIP of $5,600, founded in 1901 by bequests of Mrs. Towle's husband and son.

GEORGE WILLIAM TOWLE MEMORIAL SCHOLARSHIP FUND of $7,550, founded in 1901 by bequest of George Francis Towle, in memory of his father.

MARIE LOUISE TUCK SCHOLARSHIP FUND of $11,200, founded in 1919 by bequest of Alice C. Tuck, enrolled 1875–78, in memory of her sister of the class of 1883.

UNION CHURCH SCHOLARSHIP of $2,800, founded in 1880 by Mr. and Mrs. Amos W. Stetson.

WESTON SCHOLARSHIP of $5,600, founded in 1878 by David M. Weston.

JEANNIE L. WHITE SCHOLARSHIP of $5,600, founded in 1886 by bequest of Miss White.

AMASA J. WHITING SCHOLARSHIP of $2,600, founded in 1928 by bequest of Mrs. May C. W. Speare, in memory of her father.

ANNIE M. WOOD SCHOLARSHIP of $11,200, founded in 1880 by her husband, Frank Wood, and increased by his bequest in 1915.

CAROLINE A. WOOD SCHOLARSHIP of $5,600, the first scholarship of the college, founded in 1878 by Mrs. Caroline A. Wood, in memory of her husband, Caleb Wood.

WARREN MEAD WRIGHT SCHOLARSHIP FUND of $10,000, founded in 1931, in memory of her son, by Mrs. George S. Wright of the class of 1881.

LOAN FUNDS

MALVINA BENNETT FUND of $835, founded in 1941 for the Department of Speech.

MARY WHITON CALKINS GRADUATE FUND of $4,630, founded in 1941 by bequest of Miss Calkins to further graduate study.

McDONALD-ELLIS MEMORIAL of $1,000, founded in 1908 by former students of the McDonald-Ellis School of Washington, D.C., in memory of the late principals of the school, and increased in 1926 by gift of Jessie C. McDonald of the class of 1888.

MARY HEMENWAY LOAN FUND (accumulating) of $8,500, founded in 1937 by the Mary Hemenway Alumnae Association for the aid of students in the Department of Hygiene and Physical Education.

HELEN A. SHAFER LOAN FUND of $1,000, founded in 1930 by bequest of Mary L. Sawyer of the class of 1888.

STUDENT AID FUND of $551, founded in 1939 by bequest of Mabel Sykes of the class of 1891.

PRIZE FUNDS

The income of these funds is assigned for excellence in the subjects indicated.

BILLINGS PRIZE FUND (*Music*).

DAVENPORT PRIZE FUND (*Oral Interpretation*).

ERASMUS HISTORY PRIZE FUND.

ISABELLE EASTMAN FISK PRIZE FUND (*Public Speaking or Debating*).

JACQUELINE AWARD (*English Composition*).

MARY WHITE PETERSON PRIZE FUND (*Botany, Chemistry, Zoölogy*).

LEWIS ATTERBURY STIMSON PRIZE (*Mathematics*).

WOODROW WILSON PRIZE FUND (*Political Science*).

FLORENCE ANNETTE WING MEMORIAL PRIZE (*Lyric Poetry*).

NATALIE WIPPLINGER FUND (*German*).

SPECIAL AWARDS

The income of these funds is assigned in accordance with the terms of gifts.

MARY G. HILLMAN AWARD (*Mathematics*).

ANNE LAWRENCE SHEPARD FUND (*Pre-Medical*).

ETHEL FOLGER WILLIAMS MEMORIAL FUND (*German*).

FELLOWSHIPS

The Alice Freeman Palmer Fellowship, yielding an income of about $1,400, was founded in 1903 by Mrs. David P. Kimball. The holder of this fellowship must be a graduate of an American college of approved standing, a woman of good health, not more than twenty-six years of age at the time of her appointment, unmarried throughout the whole of her tenure, and as free as possible from other responsibilities. She must have completed at least one year of graduate study. The same person will not be eligible to the fellowship for more than two years.

The fellowship may be used for study abroad, for study at any American college or university, or privately for independent research. Twice during the period of tenure the holder of the fellowship must furnish evidence that it is used for purposes of serious study and not for general culture; and within three years from entrance on the fellowship she must present to the faculty a thesis embodying the results of the research carried on during the period of tenure.

A form to be used in applying may be obtained from the Secretary to the President, Wellesley College. The application must be filed before February first. Each applicant must furnish papers showing her most advanced work, letters from instructors as to ability, and a certificate of health.

The Fanny Bullock Workman Scholarship, yielding an income of about $1,200, was founded in 1929 by the bequest of Mrs. Fanny Bullock Workman.

The holder of this scholarship must be an alumna of Wellesley College who has completed at least one year of graduate study. She must present evidence of good health, character, financial need, and ability; and must be free from personal obligation which would interfere with study. The scholarship may be used to assist preparation for any useful work. Twice during the period of tenure the holder of the scholarship must furnish evidence of work done; and not later than one year after the completion of the period she must present a full report or other suitable evidence of the use to which the scholarship has been applied.

Forms to be used in applying may be obtained from the Secretary to the President, Wellesley College. Applications must be filed before February first. Each applicant must furnish letters of recommendation and papers showing her most advanced work.

The Anne Louise Barrett Fund, yielding an income of about $1,000, was founded in memory of her sister, by bequest of Mrs. Helen Barrett Montgomery of the class of 1884. The income is to be awarded,

preferably in the field of music, to a woman who is a graduate of an American college of approved standing and who is a candidate for an advanced degree or has completed at least one year of graduate study. At the discretion of the trustees it may be awarded in any other field. On presenting evidence of notable accomplishment, the same person will be eligible to apply for the fellowship for a second year. In the case of candidates of equal ability, preference will be given to a Wellesley graduate.

The fellowship may be used for study abroad, for study at any American college or university, or privately for independent research. Work in music must be primarily in musical theory, or composition, or the history of music. Twice during the period of tenure the holder must furnish evidence of work done; and not later than one year after the completion of the period she must present a full report, or other suitable evidence of the results of her work while holding the fellowship.

Forms to be used in applying may be obtained from the Secretary to the President, Wellesley College. The application must be filed before February first. It should be accompanied by letters of recommendation and papers showing the candidate's most advanced work. Letters recommending candidates in music should specifically cover the following points in musicianship: (1) the candidate's ability to read at sight (a) four-part score involving the treble, bass, soprano, mezzo-soprano, alto and tenor clefs and (b) orchestral scores of the pre-Beethoven period; (2) an estimate of the accuracy of the candidate's ear. Applicants in music should submit their most advanced work in theory or composition as well as in the field of musical history.

THE HORTON-HALLOWELL FELLOWSHIP has been established by the Alumnae Association of Wellesley College in honor of Mary E. Horton, the first professor of Greek, and Susan M. Hallowell, the first professor of Botany. It is open to alumnae of Wellesley College in need of financial assistance for graduate study in candidacy for the degree of Doctor of Philosophy or for private research of equivalent standard. The amount of the fellowship is $1,200. A candidate for this fellowship must present evidence of good health.

Forms to be used in applying may be obtained from the Chairman of the Fellowship Committee, Alumnae Office, Wellesley College. Applications must be filed before February 15. The applicant should describe the plan of study which she proposes to follow if granted the fellowship, and should present specimens of written work which demonstrate her ability to carry on independent study.

THE SUSANNA WHITNEY HAWKES TEACHING FELLOWSHIP, from the bequest of Susanna Whitney Hawkes, is offered to a graduate student

in the Department of English Composition who is seriously preparing to teach English.

The fellowship is open to those graduates of Wellesley College who have shown special competence in English work, and who have received their B.A. degree within six years. The fellowship, which may be awarded for two successive years, covers tuition fees for graduate courses at Wellesley College and also carries with it an annual stipend of $500.

Applications, with full information about the applicant's work, must be received not later than March first and should be addressed to the Chairman of the Department of English Composition, Wellesley College.

THE LORETTA FISH CARNEY MEMORIAL SCHOLARSHIP, yielding an income of about $150, was founded in 1920 by the alumnae and staff of the Boston Normal School of Gymnastics and the Department of Hygiene and Physical Education of Wellesley College; the income of this fund to be awarded, at the discretion of the teaching staff of the department and of the President of the College, to a second-year student in the department.

THE AMY MORRIS HOMANS SCHOLARSHIP FUND, yielding an income of about $300, was founded in 1924 by the Mary Hemenway Alumnae Association of the Graduate Department of Hygiene and Physical Education in honor of Miss Amy Morris Homans, pioneer and leader in physical education in the United States; the income of this fund to be awarded to a student in the Graduate Department of Hygiene and Physical Education who is in need of assistance and shows proficiency and promise.

THE TRUSTEE GRADUATE SCHOLARSHIPS. Two scholarships yielding an income of $750 each have been established by the Trustees of Wellesley College for members of the senior class who are qualified for graduate work. The scholarships may be used for study in this country or abroad. Notice of the conditions of application are sent by the Dean of Graduate Students in the spring of each year to qualified seniors.

GRADUATE SCHOLARSHIPS are offered to approved candidates for a Master's degree in residence at Wellesley College. These scholarships provide for (1) one-half of full annual tuition; (2) full tuition; (3) full tuition plus $100. Application for one of these scholarships should be made before March first. A form to be used in applying may be obtained from the Secretary to the Deans, Wellesley College. The application should be accompanied by letters of recommendation from persons familiar with the candidate's college work. The award will be

made after the candidate's formal application for admission to graduate work has been accepted. Students who do not maintain their work at B grade or above in all courses counting for the degree during the first semester may be required to relinquish their scholarships at midyears. Scholarships are awarded only to fully qualified candidates for a Master's degree. Special graduate students are not eligible for these awards.

Laboratory assistants and other members of the official staff of the College are granted the privileges of graduate study without tuition charge.

GRADUATE STUDY IN CLASSICS:

The American School of Classical Studies in Athens offers special opportunity for graduate study in Greek. The income of the Julia Josephine Irvine Fund makes it possible to offer membership without tuition to all graduates and graduate students of Wellesley College who have done sufficient work in Greek and Archæology to profit by the opportunity. The object of the School is to furnish an opportunity to study in Greece the literature, art, antiquities, and history of the country under suitable guidance; to prosecute and to aid original research in these subjects; and to assist in the exploration and excavation of classic sites. Three fellowships of $1,200 each are awarded annually on the basis of competitive examinations and are open to graduates of the coöperating colleges of which Wellesley College is one. For further information apply to Associate Professor McCarthy.

The American School of Classical Studies in Rome is an integral part of the American Academy in Rome. The object of this School is to promote the study of classical literature in its bearing upon antiquities and history; of classical, Etruscan, and Italian art and archæology, including topography, palæography, and epigraphy, and of the art and archæology of the early Christian, Mediæval, and Renaissance periods within the boundaries of Italy. Those admitted are expected to put themselves under the guidance of the director of the Academy and the professor in charge of the School for the full period of eight months. Duly qualified graduates of Wellesley College are exempt from any charge for tuition. Three fellowships in the school of Classical Studies are offered by the Academy, each with a stipend of $1,250 a year for two years, and an allowance of $300 for transportation to and from Rome. A summer school offers a program of great value for students and teachers of the classics. For further information application may be made to Associate Professor Robathan.

SCHOLARSHIPS IN THE MARINE BIOLOGICAL LABORATORY AT WOODS HOLE. Admission to courses at Woods Hole is upon a selective basis. Wellesley College offers annually two scholarships to applicants who

are successful candidates. This laboratory is primarily for research, but in the summer courses of instruction are offered, four in Zoölogy and one in Botany. The purpose of these courses is to aid in the production and training of investigators, and first consideration is given to persons who, whether graduate or undergraduate, give promise of contributing to the advancement of science. Applicants must have completed at least two full college courses in the subject in which they wish to work. The laboratory offers, besides these courses of instruction, opportunity for research, either directed or independent. In addition, there are courses of lectures on special topics and on subjects of general biological interest.

Applicants should state the character of the work to be done, whether botanical or zoölogical, whether courses of instruction are desired, or investigation under direction. All applications should be sent to Professor Pulling or Associate Professor McCosh before April first. These applications will be forwarded to Woods Hole to be acted upon May 15; after this date notification will be sent to the successful candidates.

DEGREES, HONORS, AND PRIZES CONFERRED IN 1942

MASTER OF ARTS

Antonia Boissevain, b.a., Wellesley College, 1940. *Chemistry.*

Beatrice Louise Booth, b.a., Smith College, 1940. *Botany.*

Gertrude Martha Christiansen, b.a., Wilson College, 1940. *Zoölogy and Physiology.*

Charma Florence Davies, b.a., Wellesley College, 1941. *Music.*

Edith Elbogen, St. Hugh's College, Oxford University. *Economics.*

Lynette True Farber, b.a., Wellesley College, 1940. *History.*

Frances Gregory Findley, b.a., Wilson College, 1940. *Physics.*

Martha Eleanor Finger, b.a., Wellesley College, 1940. *Economics.*

Theresa Grace Frisch, University of Vienna. *Art.*

Margaret Mary Mitchell, b.a., Wellesley College, 1940. *Psychology.*

Laurie Lucy Murray, b.a., Randolph-Macon Woman's College, 1941. *Chemistry.*

Concetta Dolores Oliva, b.a., Boston University, 1941. *Italian.*

Alvan Övden, b.a., New Jersey College for Women, 1941. *English Literature.*

Sylvia Beatrice Rose, b.a., Pembroke College in Brown University, 1941. *Music.*

Elizabeth Ellen Shaler, b.a., Kalamazoo College, 1941. *Psychology.*

Virginia Ruth Spottswood, b.a., Livingstone College, 1941. *English Literature.*

Shirley Brander Tuck, b.a., Mount Holyoke College, 1940. *Chemistry.*

Anlin Wang, b.a., Yenching University, 1938. *Music.*

Emily Whipple, b.a., Wellesley College, 1940. *English.*

Marjorie Jane Willits, b.a., Wellesley College, 1939. *Astronomy.*

MASTER OF SCIENCE IN HYGIENE AND PHYSICAL EDUCATION

Virginia Hall Andersen, b.a., Wellesley College, 1941.

Jane Allen Harris, b.s. in education, University of Utah, 1939.

Ethel Pauline Hoffman, b.s. in physical education, George Washington University, 1941.

Marjorie Lew Kay, b.a., University of Washington, 1940.

Phyllis Irene Kelley, b.s., Boston University, 1938.

Sedwyn Klar, b.a., Hunter College, 1941.

Elizabeth Ruggles Mitchell, b.s., Boston University, 1938.

Dorothy Taylor Needham, b.a., Barnard College, 1940.

Ruth Hester Richards, b.e., Winona State Teachers College, 1936.

BACHELOR OF ARTS

MARGARET LOUISE ABBE
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ELEANOR PRYOR AGEE
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ELIZABETH EWEN BELL
AMY KATHERINE BENEDICT
RUTH ELIZABETH BERGER
ZELDA ELISE BERLIN
DOROTHY FRANCES BERNSTEIN
BARBARA BACON BEURY
BARBARA JEANNE BISHOP
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JANICE JOY BYINGTON
LILY NEILL BYRD
MARY BYRD
ELSPETH EMILY CAHILL
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JEAN CARPENTER
RACHEL CARR
ROSE WEST CARROLL
RUTH CARROLL
JANE ELLEN CARRUTHERS
PRISCILLA CARTER
BERNICE BRAND CARTON
JEAN LOUISE CAVEN
MIRIAM MARCUS CHERIN
MARY ADRIENNE CHILDS
LOUISE CHUBB
MARGARET CICELY CHURCH
ELIZABETH FULLER CLAFLIN
PHYLLIS ELIZABETH CLASON
ELIZABETH WHITING COLBY
ALICE CHARLINE COLE
JANE LUCILE COLE
PHYLLIS COLLINS
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SARA GILINSKY
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BLANCHE HELENE GOLDBERGER
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LOUISE GREFF
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MARILYN MORSE
PRISCILLA MORSE
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JANET ELIZABETH MUELLER
FRANCES WARNER MULFORD
RUTH MARGARET NAGEL
GRACE LEONA NANGLE
MARYBELLE WITT NEAL
ORPHA CAROLYN NEAL
MARGARET NEEDLES
ANNE MARIE NEGBAUR
ELEANOR POITEVENT NICHOLSON
ELLEN IRENE NOLAN
THEODORA NORTH
BEATRICE ANNA NORTON
SUE GRAY NORTON
CAROL WARREN NOYES
RUTH KATHRYN OBLER
BETTE ANN O'CONNOR
DOROTHEA WINIFRED OLSEN
LOUISE HUSTON ORMOND
RUTH ELIZABETH PALSON
MARY ELIZABETH PAUL
DORIS EVELYN PEPPER
BETTY CHARLOTTE PERRY
MARGARET ISABELLE PFAU
JEAN PINANSKI
JOAN RACHEL PINANSKI
JEAN JARMAN PLATT
BEATRICE NIMICK POLHEMUS
GLORIA POOR
ELIZABETH MARTIN PORTER
BETTY JANE POSE
ELIZABETH KENNEDY RALPH
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VIRGINIA HOPE REID
JANE RYDER REMINGTON
MARIANNE BETTINA RIEGNER
MARGARET ENGLISH RIORDAN
GERTRUDE MARJORY ROBINSON
PATRICIA GOULD ROOS
ELIZABETH BRADFORD ROSE
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DOROTHY BULKELEY RUNYON
JOYCE KING RUSSELL
MARGERY BARBIERS RUSSELL
SOLEDAD SALINAS
AURORA ELIZABETH SARAFIAN
DOROTHY VANDERVERE SCHENCK
HANNAH RUTH SCHILLER
KATHARINE SCHMID
EMILIE ANNA SCHOENTAG
MARJORIE RUTH SCHOOLEY
ANITA RUTH SCHRIER
ELIZABETH CLASTER SCHWARTZ
SARAH WAMBAUGH SELLS
BETTY REID SEMPLE
OLIVE ELIZABETH SENGSTACKEN
COLEEN SHANER
ELIZABETH GARRETT SHARPE
BEATRICE CLAIRE SHENKER
ALICE WELLINGTON SHEPARD
ELIZABETH LITTLE SHIPPEE
MARY CATHARINE SIMMONS
MIRIAM ETNA SIMMS
VIRGINIA BROWN SIMPSON
ALICE BARBRO SKAGERLIND
ELIZABETH LOUISE SKEAN
ALATHENA PARKMAN SMITH
BETTY FAYE SMITH
GRACE FREEMAN SMITH
MARY BANCROFT SMITHERS
ELEANOR ANN SOBOL
JACQUELINE MAY SPARKS
KATHERINE SPRUNT
MARIE LOUISE STAFFORD
MARGUERITE STARR
MARGARET STAUDENMAIER
MARGARET JULIETTE STAUF
MARTHA LILLIAN STRASSBURGER

MARY STREET
BRERETON STURTEVANT
LELAH AUGUSTA SULLIVAN
BARBARA JANE SUSTER
ANNE THOMAS
HERMIONE TILLSON
BETTY BLISS TIMBERLAKE
ELIZABETH JAYNE TITUS
GLADYS HARLOW TOMAJAN
ANNE ROSARIA TOMASELLO
DOROTHY HARMON TREDICK
CLARINDA TURNER
MARJORIE ALICE TURNER
EDITH CHARLOTTE UHE
MARY ESTELLE VINCENT
DOROTHY MARGUERITE WALSH
MARGARET WILMOT WARD
FRANCES CRAIG WARNER
VERA BOTSFORD WARNER
VIRGINIA MILNES WARREN
ELIZABETH ANN WASH
ELEANOR RUDD WEBSTER
RUTH ALICE WEIGLE
BERYL EVELYN WEISMAN
WINIFRED GOLDING WELLS
NANCY WESCOTT
PRISCILLA JANE WHARTON
MARGERY FREEMAN WHEELER
ANN PATRICIA WHITE
ELIZABETH ANNE WHITE
MARY MORSE WHITMORE
LOUISE WILDE
MARJORIE JEANNE ROSS WILEY
ROSAMOND GUTHRIE WILFLEY
ESTHER DANA WILKINS
NANCY LOUISE WILTBANK
MARION ALLISON WINTER
BETTY JUNE WISHNICK
HELEN FRANCELIA WITHERS
JANE ELLEN WOLFE
MARJORIE JANE WOOD
BARBARA WRIGHT
MARION ELIZABETH WUNDERLE
NANCY JANET WYANT
FRANCES YOUNG
ZARUHI ZULALIAN

CERTIFICATE IN HYGIENE AND PHYSICAL EDUCATION

VIRGINIA HALL ANDERSEN, B.A., Wellesley College, 1941.

JANE ALLEN HARRIS, B.S. IN EDUCATION, University of Utah, 1939.

ETHEL PAULINE HOFFMAN, B.S. IN PHYSICAL EDUCATION, George Washington University, 1941.

MARJORIE LEW KAY, B.A., University of Washington, 1940.

PHYLLIS IRENE KELLEY, B.S., Boston University, 1938.

SEDWYN KLAR, B.A., Hunter College, 1941.

ELIZABETH RUGGLES MITCHELL, B.S., Boston University, 1938.

DOROTHY TAYLOR NEEDHAM, B.A., Barnard College, 1940.

RUTH HESTER RICHARDS, B.E., Winona State Teachers College, 1936.

HONORS IN A SPECIAL FIELD

MIRIAM MARCUS CHERIN: *La Renaissance dans le Théâtre Français Contemporain.*

IDA BLANCHE DEPUY: *Los Reflejos de Ciertos Problemas Económicos y Sociales de la Novela Mexicana-Contemporanea.*

ROSALIE INA GOLDSTEIN: *Studies in Donne's Poetic Treatment of Death.*

SUZANNE HAYWARD: *Relation between Structure and Color of Certain Organic Compounds.*

PATRICIA LAMBERT: *The Letters of Matthew Arnold: An Interpretation.*

BARBARA LUCILLE LIPPMAN: *Personnel Management in the City of New York. 1937–1942: A Study in Politics and Administration.*

SUE GRAY NORTON: *Preparation and Study of a Pair of Cis-Trans Isomers.*

SOLEDAD SALINAS: *Influencia de la Poesía Popular en la Lírica Española.*

MARJORIE RUTH SCHOOLEY: *The Hydrolysis of Nickel Pectinate by the Action of Rat Tissue.*

DEPARTMENTAL HONORS

ALICE BACON, *Art.*

JANE ELLEN CARRUTHERS, *English Composition.*

MARGARET JANE DICK, *Chemistry.*

NURIA IDA EHRLICH, *Spanish.*

DOROTHY SAYRE JACOBS, *Psychology.*

MIRIAM LASHLEY, *Political Science.*

DAWN OWEENA LUDINGTON, *English Composition.*

FLORENCE MARIAN LUTZ, *Economics.*

MARY ELIZABETH PAUL, *Chemistry.*

MARGARET ISABELLE PFAU, *Biblical History.*

BEATRICE CLAIRE SHENKER, *Mathematics.*

RUTH ALICE WEIGLE, *Biblical History.*

ESTHER DANA WILKINS, *Spanish.*

PRIZES

CERVANTES PRIZE IN SPANISH: FRANCES ANNE DUMSTREY.

ERASMUS PRIZE IN HISTORY: ANNA MARGARET FIDDLER.

JACQUELINE AWARD IN ENGLISH COMPOSITION: MARJORY BARTLETT.

JOHN MASEFIELD PRIZE IN PROSE WRITING: MARGUERITE STARR.

LEWIS ATTERBURY STIMSON PRIZE IN MATHEMATICS:
BEATRICE CLAIRE SHENKER.
MARJORIE JEANNE ROSS WILEY.

WOODROW WILSON PRIZE IN MODERN POLITICS: MIRIAM LASHLEY.

NATALIE WIPPLINGER PRIZE IN GERMAN: ANN PATRICIA WHITE.

HONOR SCHOLARSHIPS

Honor Scholarships (without stipend) have been established by the College for the purpose of giving recognition to a high degree of excellence in academic work. These honors fall into two classes: students in the first, or higher class, are termed Durant Scholars; students in the second class are termed Wellesley College Scholars.

These honors are awarded to seniors on the basis of two and one-half years' work, to juniors on the basis of one and one-half years' work. The standard in each case is absolute, not competitive.

DURANT SCHOLARS

APPOINTED IN 1942

Class of 1942

HELEN ADES
AMY KATHERINE BENEDICT
GLORIA EVELYN BOSETTI
BETTY JEAN BRIGGS
MARGARET CICELY CHURCH
DOROTHY COLVILLE DANN, JR.
IDA BLANCHE DEPUY
JANE MARY FAY
SUZANNE HAYWARD
MARIKO ISHIGURO
DOROTHY SAYRE JACOBS
MIRIAM LASHLEY
SUE GRAY NORTON
LOUISE HUSTON ORMOND
MARGARET ISABELLE PFAU
MARIANNE BETTINA RIEGNER
MARJORIE RUTH SCHOOLEY
BEATRICE CLAIRE SHENKER
ALICE WELLINGTON SHEPARD
KATHERINE SPRUNT
ELEANOR RUDD WEBSTER
RUTH ALICE WEIGLE

Class of 1943

MARJORIE BOWEN
MARY FRENCH BUCK
BARBARA JEAN CHAPMAN
JEAN GOODMAN
HELEN PAULA HERZBERG
MARJORIE JEAN KEMKE
CAROLYN BAILEY MARIHUGH
MARJORIE SYLVIA MYERBERG
GERTRUDE WRIGHT PERKINS
DOROTHY WANDEL WALBRIDGE
ELIZABETH HARRIET WETHERELL
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Class of 1942

ALICE BACON
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JANE ELLEN CARRUTHERS
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ELIZABETH WHITING COLBY
KATHARINE HAMILTON COON
MARJORIE HUNTTING CURTS
JANE EMERSON DENTON
LENORE EDITH FROMM
ROSALIE INA GOLDSTEIN
MARJORIE BRISTOL GOODWIN
LOUISE GREFF
MURIEL LARSEN HAMANT
ELLEN FISHER HOLMAN
ANN HAMILTON JAMES
PATRICIA LAMBERT
AI-LIN LOO
LOUISE CAREY MARTIEN
JEAN MITCHELL MONTAGUE
ELIZABETH MARTIN PORTER
SOLEDAD SALINAS
ANITA RUTH SCHRIER
VIRGINIA BROWN SIMPSON
MARTHA LILLIAN STRASSBURGER
ELIZABETH ANNE WHITE
MARJORY JEANNE ROSS WILEY
ESTHER DANA WILKINS
MARION ALLISON WINTER

Class of 1943

MARTHA RODES BRECK ADAMS
JANE LOUISE ARMOR
MARY LOUISE BENSLEY
CLARA ELLEN BETTES
FRANCES RUTH BREZNER
PEGGY BRIGGS
MARGARET MORRIS DE LE VIN
MARGARET ANNESLEY FALCONER
ELEANOR MARTHA HANSON
DOROTHEA WARD HARVEY
CAROLYN ELIZABETH JOHNSON
MARION JOSEPHINE JONAP
SUSANNAH KEITH
MARGARET ELIZABETH KERSHAW
MARGARET ANN KNAPPEN
MARIE ELIZABETH LEONARDS
SHIRLEY ETHEL LETTS
LAURA LEE MACGILLIVRAY
JULIA BROWN MARSHALL
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EMILY KENT PLATT
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MARY JUDD REMILLET
CLAIRE ANN RICHTER
MILDRED JEANETTE ROSENBERG
MARGARET WYCKOFF SKILLMAN
BETTY ALMA SPIEHLER
FRANCESCA LUISA LEVI VIDALE

FELLOWSHIP AWARDS FOR 1942–1943

ALICE FREEMAN PALMER FELLOWSHIP

ESTHER MARIA GORDON, A.B., Vassar College, 1939; candidate for the degree of Ph.D. at the Institute of Fine Arts, New York University. *Art.*

FANNY BULLOCK WORKMAN SCHOLARSHIP

FRANCES ELDREDGE, B.A., Wellesley College, 1932; M.A., Tufts College, 1934; candidate for the degree of Ph.D. at the University of Chicago. *English.*

HORTON-HALLOWELL FELLOWSHIP

HELEN WENDLER DEANE, B.A., Wellesley College, 1938; A.M., Brown University, 1940; candidate for degree of Ph.D. at Brown University. *Zoölogical Cytology.*

GRADUATE SCHOLARSHIPS AWARDED TO MEMBERS OF THE CLASS OF 1942

SUZANNE HAYWARD
MIRIAM LASHLEY

SUMMARY OF STUDENTS

Resident candidates for the M.A. degree		29
Resident candidates for the M.S. degree in H. & P. E.		16
Resident candidates for the Certificate in H. & P. E.		16
Candidates for the B.A. degree:		
Seniors	330	
Juniors	312	
Sophomores	364	
Freshmen	449	
		1,455
Non-candidates for degrees		11
		1,527
Duplicates		16
Total registration October, 1942		1,511

Geographical Distribution of Students by Home Address

Alabama	3	Ohio	86
Arizona	2	Oklahoma	14
Arkansas	2	Oregon	3
California	13	Pennsylvania	104
Colorado	14	Rhode Island	25
Connecticut	89	South Carolina	2
Delaware	8	South Dakota	2
District of Columbia	24	Tennessee	10
Florida	4	Texas	22
Georgia	9	Utah	2
Illinois	67	Vermont	7
Indiana	22	Virginia	18
Iowa	6	Washington	4
Kansas	4	West Virginia	5
Kentucky	12	Wisconsin	16
Maine	22		
Maryland	19	Puerto Rico	1
Massachusetts	292	Argentina	1
Michigan	23	Brazil	1
Minnesota	19	Canada	8
Mississippi	1	China	7
Missouri	22	Cuba	1
Montana	1	England	2
Nebraska	9	France	1
New Hampshire	18	Guatemala	1
New Jersey	155	India	2
New York	296	Persia	1
North Carolina	6	Syria	1
North Dakota	1	Turkey	1

NOTE. — In the geographical lists, 20 whose homes are in foreign countries are American citizens; 28 who are living in the United States are children of foreign parents now residents of the United States.

OFFICERS OF THE ALUMNAE ASSOCIATION

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300 Church Street, Evanston, Ill.

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Colorado
Miss Louise Steele, 1119 Lafayette St., Denver.

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Miami, Mrs. David J. Slenker, 501 West 51st Ter., Miami Beach.
St. Petersburg, Mrs. William R. Gross, Stoneleigh Court Apts. (November to May).

Georgia
Atlanta, Mrs. Harry M. Ansley, 69 Maddox Dr.

Illinois
Chicago, Mrs. Albert Coe, 166 North Kenilworth Ave., Oak Park.

Indiana
Indianapolis, Mrs. William Krieg, 5751 Wildwood Ave.

Iowa
Mrs. William H. Peet, 2833 Ross Rd., Ames.

Japan
Mrs. Eugene H. Dooman, American Embassy, Tokyo.

Kentucky
Kentucky, Mrs. Eugene Simpson, 203 East 4th St., Lexington.
Louisville, Mrs. Robert McCulloch, 2120 Cherokee Pkwy.

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New Orleans, Mrs. Arthur C. Seavey, 1844 State St.

MAINE
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Western, Mrs. John Rogers, 1 Ricker Park, Portland.

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Haverhill, Mrs. Louis D. Goltz, 145 Kenoza Ave.
Lowell, Mrs. Leon Seekins, 823 Andover St.
Middlesex, Mrs. Harold E. Bray, Wellesley Ave., Natick.
North Shore, Miss Constance Wilson, 209 Nahant Rd., Nahant.
Quincy, Miss Carlena Walker, 25 Thayer St.
Southeastern, Mrs. Rudolph Paradis, 42 Mt. Vernon St., New Bedford.
Springfield, Mrs. Richard Anderson, South Branch Pkwy.
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Worcester, Mrs. Edward I. Comins, 12 Hawthorne St.

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Detroit, Mrs. Taylor Seeber, 847 Westchester, Grosse Pointe.
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Minneapolis, Mrs. Theodore Crocker, 4735 Fremont Ave. South.
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Kansas City, Mrs. George L. Gordon, 5815 State Line Rd.
St. Louis, Mrs. Ernest Houx, 5879 Clemens Ave.

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New Jersey, Mrs. Donald Freeman, Cherry Lane, Caldwell.

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Buffalo, Mrs. M. H. Forster, 154 Woodward Ave.
Eastern, Mrs. Samuel N. Bacon, 117 Chestnut St., Albany.
Elmira, Miss Lydia Walsh, Elmira College.
Ithaca, Mrs. A. H. Detweiler, 229 Valley Rd.
Mid-Hudson, Mrs. Spencer Todt, Summit St., Monroe.
New York, Miss Alberta M. Welch, c/o New York Wellesley Club, 111 East 48th St.
Rochester, Mrs. Leland Judd, 1674 Highland Ave.
Schenectady, Mrs. F. V. D. Longacre, 2204 Story Ave.
Syracuse, Mrs. Robert M. Salisbury, 301 Cherry Rd.
Troy, Mrs. Leonard Ager, Jr., 149 Maple Ave.
Utica, Miss Ruth W. Auert, 813 Herkimer Rd.
Westchester, Mrs. Philip M. Wentworth, 200 Lyncroft Rd., New Rochelle.

OHIO

Akron, Mrs. Warren L. Hogue, Jr., 250 Malden St.
Cincinnati, Mrs. Allen Collier, 108 William H. Taft Rd.
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